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ABSTRACT

Described in this manual are numerous skills-based oral language activities for Head Start and kindergarten children and for students in first through sixth grades. Activities are sequentially organized at four levels; all levels include activities in the areas of auditory discrimination, auditory memory, communication, syntax, description, and explanation. Comprehension, dramatization, storytelling/narration, and extension activities are provided for the second- through fourth-grade levels. In addition, elaboration activities are indicated for first- through third-grade levels, expansion activities are described for third- and fourth-grade levels, direction-following and conceptualization activities are provided for first- and second-grade levels, and labeling and narration activities are indicated for the first-grade level. Each activity sheet mentions the learning objective, procedures, evaluation criterion, and needed materials. The activities described have been designed for all students and are intended for use in large and small group instructional settings. It is also suggested that, with minimal modifications, they may be used in the bilingual classroom. (RH)

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ORAL LANGUAGE PROGRAM

AN ACTIVITY RESOURCE GUIDE

BASIC EDUCATIONAL SKILLS PROJECT

Toppenish, Washington

FOR TEACHERS, BY TEACHERS

Head Start to Grade 6

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INTRODUCTION

The need for Oral Language Development and Instruction has been identified by teachers and specialists within the Toppenish BES community, and validated by national educational research, as an area of the curriculum which is most crucial for children experiencing success in learning the basic skills.

In a Basic Educational Skills survey of teachers regarding the existing oral language instruction, 1980-81, it was discovered that teachers needed clarification and additional training to determine developmentally appropriate learning objectives in the area of oral language.

Members of the 1980-81 BES/Curriculum Committee and members of the Oral Language Task Force, together with the BES Education Specialist, identified the scope and sequence of skills and behavioral learning objectives for children, Head Start to Grade 6. The learning objectives for oral language were written in harmony with the existing language SLO's of the Toppenish School District.

As a result of the work of the Oral Language Task Force during the summer of 1981, teachers now have a beginning resource library of oral language activities which are skills-based. Our purpose is to help teachers see the relationships between specific objectives and the steps which lead the child to this goal. We say it is a beginning resource because time restrictions prevented the Task Force members from adding more activities to each skill area and because we believe teachers will add their own ideas to this guide as they work with this program further.

The Activity Resource Guide of the Oral Language Program is divided into four levels:

Level I	for Head Start and Kindergarten
Level II	for grades I and 2
Level III	for grades 3 and 4
Level IV	for grades 5 and 6

The activities are designed for large and small groups and with the need of all students in mind. For some activities, there are suggestions for expansion or variations which can influence success.

The teacher in a bilingual classroom can use most of these activities with minimal modifications, however, these are designed with all students in mind since even the best English speaker can benefit from oral language skills instruction. For the teacher with Limited English Proficiency speakers, the guide will be a resource in addition to existing language materials designed for this need (BECP and IDEA).

Teachers who need additional materials or the activities of a level above or below their own may contact the Basic Educational Skills Project Education Specialist. Of course the BES Staff welcomes questions or comments from all teachers and readers.

For Teacher, By Teachers... It is the collective goal of all involved, that the oral language resources shall be of value to the teachers whom we know have the goal of helping children to succeed is foremost in their mind. We look forward to the day when these activities will be taking place in your classrooms.

ACKNOWLEDGMENTS

The Basic Educational Skills Project Staff and Education Specialist wish to thank the many persons involved in this activity for their professional and personal contributions in time, wisdom, humor and child-oriented sensitivity.

Members of the BES/Curriculum Committee who got the Oral Language Program design and philosophy started were: Aida De La Cruz, Phyllis Dolph, Jodi Gradinger, Joyce Hernandez, Anne Rawson, Heidi Van De Vanter and Janet Vivian. These people spent many hours after their school day toward this task.

Members of the Oral Language Task Force worked during July 1981 to formalize the scope and sequence and learning objectives for students in oral language instruction. The Task Force Members also worked together by grade levels to prepare the activities which are skills-based, Head Start to Grade 6. Members of the Task Force were: Delores Capetillo, Jan Dahl, Aida De La Cruz, Marilyn Fike, Joyce Hernandez, Marie Hernandez, Irene Hlousek, Carmen Keene, Anne Rawson, Gaila Till, Maurice Webber and Jim Wilson.

The Education Specialist also wants to give special thanks to the following persons for their contributions:

Bill Thach, BES Project Manager, for his help in securing financial and curriculum resources and support for the development and implementation of the Oral Language Program.

Dale Clark, Toppenish School District Curriculum Director, for his guidance and support to integrate BES objectives and training plans with Toppenish School District goals and practices.

Debbie Keys and Norma Martinez, BES Staff members for their patience and continous assistance in compiling, typing and editing the Oral Language Program - Activity Guide.

Without the help of those persons and others who may not be mentioned here, this guide could not have been accomplished.

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TOPPENISH B.E.S. ORAL LANGUAGE PROGRAM

I. Philosophy of the Oral Language Program

Oral language is the basic structure enabling children to listen, reason, speak, read and write. Language acquisition is developmental and is necessary for all children. Cognitive development and language development are interdependent and mutually supportive. This Oral Language Program is designed to maximize language abilities in order to prepare children for a verbal, literate society and to help children grow in the cognitive realm.

Language skills enable children to develop the capabilities necessary to function in the educational system. The Oral Language Development Program includes systematic and scheduled teaching of language using appropriate techniques and strategies. Because oral language development precedes and accompanies learning to read and write, the program will include experiences which lead to improved listening, speaking, reading and writing skills.

The B.E.S. Oral Language Program recognizes that the student population includes many children from non-English and limited English speaking backgrounds. Instruction needs to be provided in the primary language to facilitate conceptual development prior to the acquisition of English.

The goals of the Oral Language Programs are:

1. To provide opportunities for the child to enhance his self-concept.
2. To enable the child to communicate effectively with adults and peers.
3. To enable the child to verbalize concepts.
4. To help the child develop the ability to speak in complete sentences; hear and respond in a variety of learning activities.
5. To recognize and develop the primary language of the child and provide a competent base in the primary language with exposure and practice in Standard English.*
6. To provide the teacher with the techniques and strategies to teach oral language skills and apply these techniques to other areas of the curriculum

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*Standard English - "The English with respect to spelling, grammar, pronunciation and vocabulary uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated and is widely recognized as acceptable wherever English is spoken and understood." - Webster's New Collegiate Dictionary, 1977 edition

RATIONALE FOR ORAL LANGUAGE PROGRAM

1. Oral communication behaviors of students can be improved through direct instruction.

2. Oral communication instruction addresses the everyday communication needs of students and includes emphasis on the classroom as a practical communication environment.

3. The curriculum of all subject areas at every grade level involves the use of language.

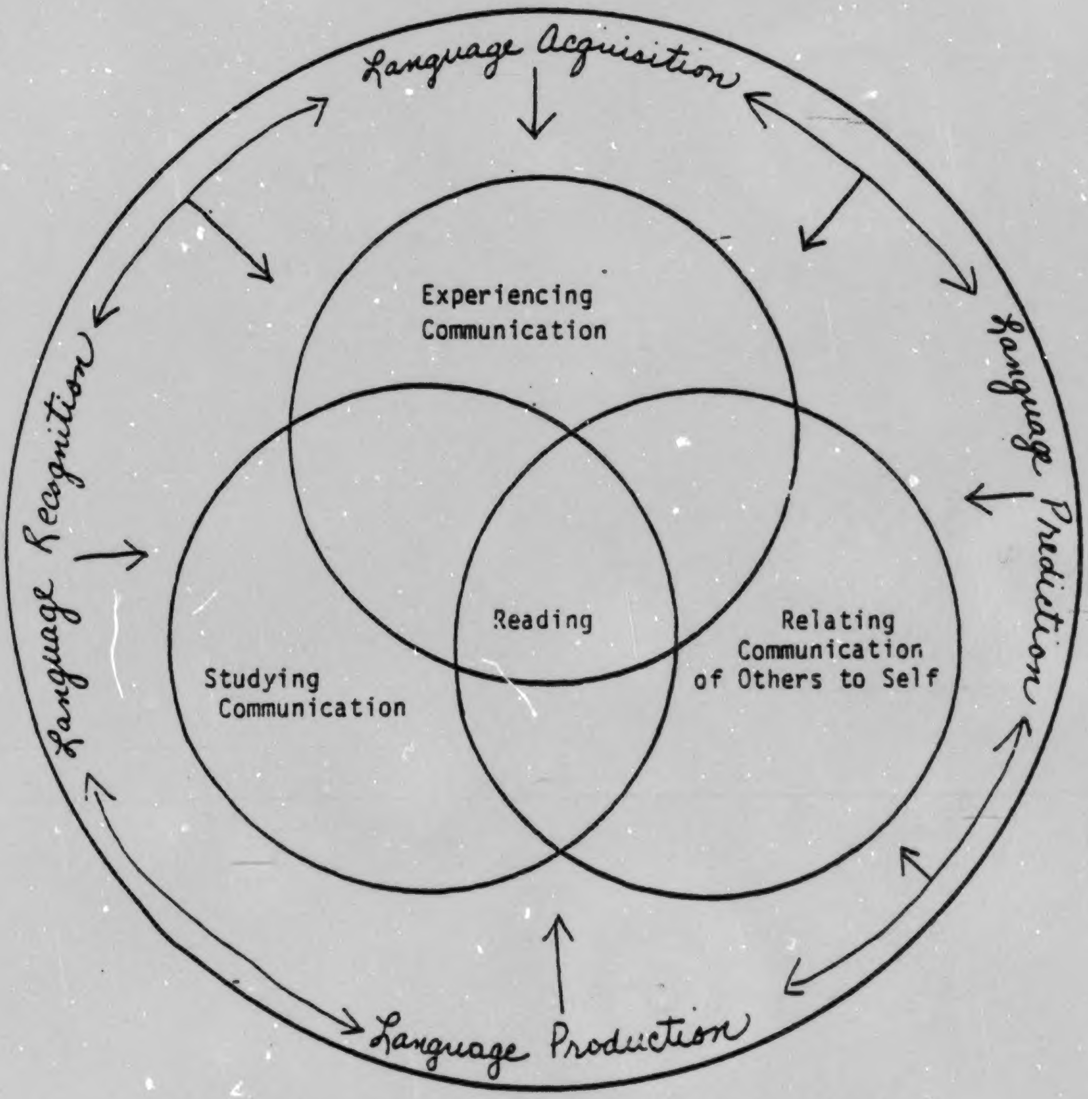
4. Oral communication skills can be enhance by including parents and using supportive personnel and appropriate instructional technology.

5. Evaluation of students' oral communication encourages students' desires to communicate by emphasizing those behaviors which students can improve.

THE LANGUAGE EXPERIENCE APPROACH

Integrating Oral Language with Reading & Writing

THE LANGUAGE CONNECTIONS


Language Acquisition
Language Prediction
Language Production
Language Recognition
Experiencing Communication
Studying Communication
Reading
Relating Communication of Others to Self

REFERENCE: Language Experience in Early Childhood, A teacher's Resource Book, Roach Van Allen, Encyclopeadia Britanica Educational Corporation, Chicago, 1969

POINT OF VIEW

1. Language development is a primary function of schools for young children.

2. Inheritance and environment determine a child's language.

3. The school setting expands the language environment.

4. Language holds the total school program together.

5. Children bring their own personal language to school.

6. Teachers value each child's language.

7. Children with language significantly different from standard English need an oral program.

8. Meaningful language can be developed through varied experiences.

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CONCEPTS THAT GROW

1. Each child learns about himself/ herself and language.

2. I can talk about what I think about.

3. What I can talk about I can communicate in some other way.

4. Anything I dictate or write can be recalled through speaking or reading.

5. I can learn to read some of what I dictate and some of what other people have written.

6. As I talk and dictate stories, I use some words over and over, and some words not so often.

7. As I observe the writing of my speech I see the same letters used over and over.

8. Each letter of the alphabet stands for one or more sounds that I make when I talk.

9. Most of the words I speak and dictate other people use when they speak and write things for me to read.

ORGANIZING THE CLASSROOM

Provide Opportunities for Children to Communicate

- Facilitate communication
- Achieve goals through the use of multiple materials and methods
- Develop a laboratory situation
- Extend the language of each child
- Understand the nature of the English Language
- Relate authors' ideas of personal experiences

Organize to Promote Success

- Language laboratories give opportunity for success in a variety of learning situations
- Learning centers place value on initiative and uniqueness

Organize with Flexible Groupings

Use three basic patterns of grouping

- The teacher working with the total class
- The teacher working with small groups
- The teacher serving as a resource person to individuals

Organize with Aides and Parents

- Flexible organization makes possible the use of aides and parents
- Parents and aides enrich the language environment
- Older children in school may help with young children
- Parents can volunteer in the classroom
- Parents can do language activities at home

LANGUAGE EXPERIENCE STRATEGIES

-simple observations

-demonstrations

-viewing films

-assembling displays

-listening to stories and poems

-talking about real experiences

-associating names with objects, pictures

-adding descriptive words

-listening to recordings

-painting pictures to represent what is observed or imagined

-modeling with clay or other materials to represent ideas

-playing games - especially language games

-feeling things, smelling things, tasting things, observing things, listening to sounds

-learning words to describe their increased sensitivity

Language Experience - Reading Concept Development

1. What s/he thinks, s/he can talk about.
2. What s/he says can be expressed in painting, writing or other form.
3. Anything s/he writes can be read.
4. A child can read what s/he writes, and what others write.
5. As s/he represents speech sound with symbols, s/he uses the same symbols (letters and words) over and over.
6. Each letter in the alphabet stands for one or more sounds s/he makes when s/he talks.
7. Every word begins with a sound that s/he can write down.
8. Most words have an ending sound.
9. Many words have something in between.
10. Some words are used over and over in our language; some words are not used very often.
11. What s/he has to say and write is important to him/her, and also what others have written is important.
12. Most words s/he uses are the same ones as those which others use to write.

Reference: Learning to Read Through Experience, Dorris M. Lee & R.V. Allen, Appleton-Century-Crofts, New York, 1963, pp. 5-8.

SEQUENCE OF READING SKILLS

STAGE 1 - Development of Reading Readiness

listening, speaking, motor development
auditory and visual discrimination
concept formation, cognitive development
attending, concentration

STAGE 2 - Initial Stage of Learning to Read

decoding, early phonics
visual recognition
language experience
vocabulary building

STAGE 3 - Rapid Development of Reading Skills

sight vocabulary
phonics and structural analysis
context clues
advanced word recognition

Stage 4 - Stage of Wide Reading

improve and strenghten skills
enrich the reading experiences

STAGE 5 - Refinement of Reading

advanced comprehension skills
study skills
reading rate
flexibility in reading for different purposes

Reference: The Development of Language and Reading In the Young Child, Susanna Whitney Pflaum, Charles E. Merrill Publishing Co., 1974

GLOSSARY OF ORAL LANGUAGE SKILLS

1. Auditory Discrimination - To distinguish between given sounds to determine sameness or difference.
2. Auditory Memory - The ability to recall words, sounds or combinations of words, sounds and numbers.
3. Communication - Using language to express personal needs, feelings, experiences and responses to others.
4. Comprehension - The ability to get meaning from spoken words, stories or concepts.
5. Conceptualization - Organizing concrete experiences by imposing symbols, constructs or words (i.e., color, shape, numbers, size) and utilizing relationships between objects or events.
6. Description - Using words to define the function, appearance or characteristics of a given object, picture or observation.
7. Dramatization - Using body language and/or voice intonations to act out or interpret a story, song, play, poem, feeling or idea.
8. Elaboration - Extending vocabulary to describe objects or events with greater detail. see Extension
9. Expansion - The conscious acquisition and use of words not previously known or frequently used (i.e., synonyms).
10. Explanation - To describe a change or sequence of events in terms of cause and effect
11. Extension - The use of more complex forms to present ideas. See Elaboration.
12. Following Directions - following or completing oral command(s) or instruction(s).
13. Labelling - Naming objects
14. Narration - Relating an event or sequence of events. See Storytelling
15. Storytelling - Relating ideas, experiences or events in story form, including an introduction, plot and conclusion. See Narration
16. Syntax - The use of correct sentence structure, word order and grammatical forms to express spoken or written sentences or paragraphs.

LEVEL I - BEHAVIORAL OBJECTIVES OF HEAD START - KINDERGARTEN

1. Auditory Discrimination

   Given two distinct or two identical sounds by the teacher, the child will correctly identify sounds that are alike or different.

2. Auditory Memory

   Given a two or three word sentence orally, the child will repeat the sentence accurately using exact vocabulary and sequence.

3. Labelling

   Given concrete objects or pictorial representation, the child will correctly name the object.

4. Following Directions

   A. Child will perform a given one-step direction, correctly.
   B. Child will correctly perform a given two-step direction.

5. Conceptualization

   Given an object such as a ball, the child will describe it and compare it to objects with similar characteristics.

6. Communication

   In a given setting, the child will use language to express himself or herself.

7. Syntax

   The child will speak in complete sentences.

8. Description

   Given an object a child will correctly describe it's color, shape, size or number.

9. Narration

   Child uses simple, compete sentences to recount an event.

10. Elaboration

    A. Given a concrete object or an event the child will respond appropriately to questions directed at him/her for detail.
    B. Given a concrete object or an event, the child will use descriptive vocabulary to discuss it.

11. Explanation

    A. Given an observable event or a familiar story, the child will relate it in sequential order.
    B. Given an observable event or familiar story the child will describe a cause and effect relationship.

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SKILL: Auditory Discrimination LEVEL I NO. 1.1

ACTIVITY: Listening

LEARNING OBJECTIVE: The child will recognize the location of sounds.

MATERIALS	PROCEDURES	EVALUATION
small bells yarn or pipe cleaners blind fold	1. Thread bells on pipe cleaners one each wrist. 2. Have one child blindfolded. 3. One other child will ring bells from a distance 4. The blindfolded child will walk to the sound. (if necessary the teacher will assist.) (can be done outdoors.)	The child will walk to the source of a sound while blindfolded.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL I NO. 1.2

ACTIVITY: Rhyming Word Selection

LEARNING OBJECTIVE: Child will listen to words that have the same sound

MATERIALS	PROCEDURES	EVALUATION
1. Pictures of a hat, cat, spoon, moon, fish, dish, sock, block, house, mouse. 2. Pocket chart or chalk ledge.	1. The teacher will hold up pictures and say all the names while the children repeat after her. 2. The teacher holds up one picture at a time and asks the child "can you find something that rhymes with (cat)." 3. The child answers with a complete sentence "It is a (hat)." 4. The teacher reinforces the child's correct answer and models sentences form. "Yes, cat and hat rhyme. The child them removes the card from the pocket or ledge. 5. The game continues until all the pictures have been removed.	T.O. The child will will correctly match pictures of items whose names rhyme.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL I NO. 1.3

ACTIVITY: Sound Cans

LEARNING OBJECTIVE: The child will distinguish different sounds.

MATERIALS	PROCEDURES	EVALUATION
1. Four coffee cans of identical size, shape, and label, with plastic lids.	1. The children help fill the four cans, one with sand, one with clay, etc., so that they can note the weight and texture of all the items. The teacher names the items with the child	T.O. The child will successfully distinguish between two different sounds, as given by the teacher.
2. A small block a piece of clay a piece of cotton ¼ cup of sand	2. One can at a time is closed by the child.	
	3. When all the lids are on, the cans are shuffled and the children guess what is in each can by listening to them as they are shaken.	

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL I NO. 1.4

ACTIVITY: Tape Recorded Sounds

LEARNING OBJECTIVE: The child will identify familiar classroom sounds.

MATERIALS	PROCEDURES	EVALUATION
1. Tape recorder 2. Blank cassette	1. During the classroom day the teacher may occasionally turn on recorder and record familiar sounds. a. the bell ringing b. water running c. children playing outside d. children singing 2. The recording is played back for children to identify.	The child will correctly identify a sound presented to him, after it has become familiar.

VARIATION/ EXTENSION: This activity may be done using sounds from home or outdoors.

COMMENTS:

SKILL: Auditory Discrimination LEVEL I NO. 1.5

ACTIVITY: Sounds from the Source

LEARNING OBJECTIVE: The child will demonstrate ability to match sound to picture representing sound source.

MATERIALS	PROCEDURES	EVALUATION
Pictures of animals or objects that make sounds.	1. Teacher sets pictures on chalkboard ledge. 2. Teacher along with class names the pictures. 3. Teacher says: Listen carefully, I'm going to make a sound, you match the sound with a picture.	T.O. The child will accurately match sounds to their sources given a sound and a set of pictures to select from.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** I **NO.** 1.6

ACTIVITY: Move to the Music

LEARNING OBJECTIVE: The child will listen and move to some lively music.

MATERIALS	PROCEDURES	EVALUATION
Radio, tape recorder or record player (music)	1. Turn on lively music, as the music plays, have your child move or dance about in time to the music. 2. After awhile, turn off the sound, your child should "freeze." Count slowly from one to five them turn up the music for more dancing. 3. Tell the children what to do while the music is playing, such as hop on one foot, jump, etc., Also demonstrate to the children how he/she should look when the music stops.	T.O. The child will listen to a musical selection and will move to the music, stopping when the music stops, starting again when the music starts again.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL I NO. 1.7

ACTIVITY: Ending Sound Match

LEARNING OBJECTIVE: The child will demonstrate ability to match like sounds at the ending of a word.

MATERIALS	PROCEDURES	EVALUATION
NONE	1. Each player must name something beginning with the same letter sound that ended the last player's word (e.g.) bag, gum, mitten.	T.O. Given a word the child will name a word that begins with the ending sound of the given word. Teacher may need to demonstrate by writing some example word on the board.

VARIATION/ EXTENSION:

COMMENTS: Recommended for late Kindergarten.

SKILL: Auditory Memory LEVEL I NO. 2.0

ACTIVITY: What Follows?

LEARNING OBJECTIVE: The child will demonstrate the ability to reproduce a story in correct sequence.

MATERIALS	PROCEDURES	EVALUATION
Two copies of an inexpensive storybook: 1 book is taken apart to make sequence cards, laminate for durability.	1. Teacher reads the intact storybook to the children. 2. After discussing the story with the children, assist them with sequencing the story, using the laminated pictures.	T.O. Given a story that has been read to the child, the child will sequence the story using pictures provided by the teacher.

VARIATION/ EXTENSION:

COMMENTS: Children may want to illustrate their favorite part, sequence and put book in classroom library.

SKILL: Auditory Memory **LEVEL** I **NO.** 2.2

ACTIVITY: Police Calls

LEARNING OBJECTIVE: The child will demonstrate the ability to repeat four numbers.

MATERIALS	PROCEDURES	EVALUATION
Cards with license numbers. 4 numbers on each card.	You are the police captain and the children are the policemen and policewomen. Explain that today the police force must look for missing cars. Read out a fictitious license plate number from the cards. A member of your force repeats the number. If he doesn't repeat it correctly, he calls upon another member to say it. The policemen who repeats the number correctly becomes the new police captain, and reads another card.	T.O. Child will correctly repeat a series of 4 numbers.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL I NO. 2.3

ACTIVITY: Clapping, Tapping

LEARNING
OBJECTIVE: The child will demonstrate the ability to repeat a tapping sequence.

MATERIALS	PROCEDURES	EVALUATION
2 drum sticks (optional)	Clap your name for demonstration using the name of a child in the group, all of the children clap the rhythm of the name while pronouncing it. example: Ma ry John son Clap Clap clap clap Repeat the name several times, then select another name and continue until everyone's name has been done. To sharpen interest in listening, have one child beat out a rhythm on the drum, To other children clap out the same rhythm.	T.O. Child will follow simple tapping sequence.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL I NO. 2.4

ACTIVITY: Feely Box

LEARNING OBJECTIVE: The child will correctly reproduce a given sound having heard it without seeing the source.

MATERIALS	PROCEDURES	EVALUATION
Large box with a variety of objects: eraser, pencil, bell, paperclip, rattle.	Make a "feely box" by turning a box open side down and cutting a hole in the side large enough for a child's fist. Put several items in the box that make a distinctive sound alone, or when tapped on a table. One learner reaches inside the box and makes a sound with one of the items, keeping it in the box. A second learner then reaches inside the box and should make the identical sound.	T.O. The child will identify and reproduce a sound from a hidden source.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL I NO. 2.5

ACTIVITY: Sentence Repetition

LEARNING OBJECTIVE: The child will repeat a given simple sentence in correct sequence.

MATERIALS	PROCEDURES	EVALUATION
NONE	1. Begin with short sentences such as: He ate my pajamas. Daddy comes home at five. When he finished the story, he fell asleep Mom put carrots, cucumbers and lettuce in the salad. We like catsup on our food, but not on ice cream. 2. Make the activity more challenging by having child add on numbers and colors each time a sentence is repeated.	T.O. Given a short simple sentence the child will repeat the sentence with no omission of reversals of word order.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Labeling LEVEL I NO. 3.1

ACTIVITY: Things that go Together

LEARNING OBJECTIVE: Child will describe and name household objects by their use.

MATERIALS	PROCEDURES	EVALUATION
Tray assortment of objects paired. ex: Knife/spoon paper/pencil soap/wash cloth cup/bowl	1. Teacher will take objects off tray one at a time and name them. (may examine them such as: soap, smell it, pretend to wash with it.) Have children repeat name and examination. 2. Teacher will ask the child "what is this called, and how do we use it?" 3. Repeat the above procedures until all objects on tray are identified. Use objects which serve a related purpose but are different - sponge/washcloth, bar of soap/box of soap flakes.	Given a household object the child will name the object and its use.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Labeling LEVEL I NO. 3.2

ACTIVITY: Naming Animals

LEARNING OBJECTIVE: The child uses two or more words to name the animals in pictures of dogs, cats, rabbits, horses, etc.

MATERIALS	PROCEDURES	EVALUATION
large pictures of pets, farm animals, dogs, cats, rabbits, horses, using adult and baby animals.	1. Show a picture of an animal to the children and ask them to tell what animal it is. 2. Ask the children to give other names by which the animal can be called. 3. Help children to think of several names for each animal. 4. Discuss with the children the idea that many things can be called by more than one name. 5. Use pictures of mother and baby animals to discuss the differences in appearance of mother and baby and their names.	Given a picture of an animal, the child will give two names for the animal.

VARIATION/ EXTENSION: Children who are familiar with these labels may want to talk about their own pets and experiences.

COMMENTS: For entry level children, it will be necessary to introduce the label names, perhaps several times, prior to beginning this activity.

SKILL: Labeling LEVEL I NO. 3.3

ACTIVITY: Naming Items Found in the Home

LEARNING OBJECTIVE: The child names from pictures ten things commonly found in the home and tells in which room each is used.

MATERIALS	PROCEDURES	EVALUATION
10 picture cards of household items. (Peabody, magazines, catalogues) large piece of butcher paper scissors glue marking pens magazines	1. Look at the picture cards and identify the items and the rooms in the house where they are commonly found. 2. Divide a large table size sheet of butcher paper into rooms like a simple blue print. Label the rooms with the children. 3. Review the picture cards again, and ask the children to place each card in the room where the item it represents can be found. 4. Divide the children into small groups and give each group a table and a large sheet of butcher paper on which they are to glue pictures for one room which you specify. (these are pictures of household items the children cut from magazines.)	The child will accurately name 1-2 or more items commonly found in a given room of the house.

VARIATION/EXTENSION: A large house collage can be made by joining all the small group projects when completed.

COMMENTS:

SKILL: Labeling LEVEL I NO. 3.4

ACTIVITY: Pass Me The ____________.

LEARNING OBJECTIVE: The child will name food pictures which they have selected and cut out of magazines/newspapers.

MATERIALS	PROCEDURES	EVALUATION
magazines newspapers	1. Sit with children while working through activities. Emphasis is on discussing all choices. Let child cut out pictures of food from old magazines. Discuss the names especially of foods which are new to him/her. Have child repeat the names. 2. Play a game with the pictures "Pass me the broccoli, please." "Point to the corn." Be sure they say the name of the food. 3. Have child draw faces on foods and give them silly names. Ex: Tessie Tomatoe, Banana Bob.	The child will name a food given a picture of the food.

VARIATION/ EXTENSION: Child may want to collage their favorite fruits, vegetables; teacher labeling words for them.

COMMENTS:

SKILL: Labeling **LEVEL** I **NO.** 3.5

ACTIVITY: Fishing Game

LEARNING OBJECTIVE: The child will identify and name familiar objects in pictures.

MATERIALS	PROCEDURES	EVALUATION
Paper clips Peabody Kit, or other picture cards string pole (dowel or stick) bar magnet (small) box	1. Place paper clip on the picture cards. 2. Tie string to pole and magnet. 3. Place cards in a box (a large shallow one works best.) 4. Give each child several opportunities to fish. The child must name the object on the card he pulls out with the fishing pole.	The child will identify given familiar pictures correctly.

VARIATION/ EXTENSION: This activity may be used to work on descriptive skills by asking the child to describe specific attributes of the objects on the cards.

COMMENTS:

SKILL: Labeling LEVEL I NO. 3.6

ACTIVITY: Naming the Items We Buy at the Store

LEARNING OBJECTIVE: The child will name 10 items and identify the type of store where each is purchased.

MATERIALS	PROCEDURES	EVALUATION
items of clothing toys food a large shopping bag	1. Talk with children about the stores they have visited. Discuss the items they have purchased there. 2. Ask "where do we buy food?" "Where do we buy clothes?" "Where can we buy a toy?" 3. Take the items one by one from the shopping bag and ask the children to identify them and tell where they can be purchased. Arrange them into groups according to where they are purchased. Acknowledge that they can be obtained in more than one type of store.	Given three different items the child will name them and appropriately identify the kind of store where they can be obtained.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Labeling LEVEL I NO. 3.7

ACTIVITY: Naming Parts of the Body

LEARNING OBJECTIVE: The child will identify (name) his/her body parts including head, eyes, nose, ears, mouth, hair, teeth, body, arms, legs, hands, feet, ankles, wrists, elbows.

MATERIALS	PROCEDURES	EVALUATION
toy animals animal pictures puppets dress-up clothes	1. Have child "dress-up" while doing this activity. The child will name the body parts. The teacher will say, "Let's put a shoe on your foot with the dress-up clothes." "Put the shirt on. Put your arm in first." 2. Have child point out body parts in a favorite doll, stuffed animal or animal picture or puppet.	The child will point to and name four body parts correctly,

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Labeling **LEVEL** I **NO.** 3.8

ACTIVITY: My Name Is...

LEARNING OBJECTIVE: The child will demonstrate the ability to give his first and last name upon request.

MATERIALS	PROCEDURES	EVALUATION
12 white paper strips 6 orange paper strips 6 green paper strips orange & green crayons Enough strips for number of children in the class. straight pins Bean Bags large boxes	This will help the students in developing self-image. Help each child print his first and last name in a 12" strip of white paper. Tape these name strips in a group on a wall at children's level. Assemble the children at the name wall. Show a child his first name on the strip and draw an orange line under it. Print each child's first name on a small piece of orange paper. Pin the child's name on his clothing. Call everyone by his first name. Save the orange name strips. On another day repeat the procedure using a green crayon and a green strip for the last name. Repeat the procedures again using both first and last name.	T.O. For Preschool children, given a group of childrens names he/she will recognize and identify his/her own name. (first and last only.)

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Labeling **LEVEL** I **NO.** 3.9

ACTIVITY: Labeling Pictures

LEARNING OBJECTIVE: The child will label (name) objects in own drawings, pictures, and things in his immediate environment.

MATERIALS	PROCEDURES	EVALUATION
Pencil marking pens crayons cards paper scissors newspaper	After a child draws a picture have him/her identify each item in the picture. Children can also tell you what they see in pictures and what they see around them as you travel on field trips or go around the playground. Have the child write words that he/she is saying on cards or paper or you write them for the child.	The child will orally identify one item in his/her picture for the teacher and together they will elaborate on that one item.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL I NO. 4.1

ACTIVITY: Shapes and Names

LEARNING OBJECTIVE: The child will respond correctly to 1 to 2 step commands.

MATERIALS	PROCEDURES	EVALUATION
Large shapes made with tape and chalk on construction papers, placed on the floor or on the playground.	1. Show the shapes to the children. Review the shape names - square, triangle, rectangle, circle. 2. Give individual children directions. (Ex.: "Jessie stand on the square." "Linda skip to/around the triangle.") 3. Use colored shapes so as to reinforce color recognition and make commands more specific. 4. Use bean bags and have children respond to the commands by throwing the bags onto the shapes indicated. 5. Use a large packing box and cut out shapes large enough to allow the children to crawl through them. Vary commands to include, "Crawl in the square and out the circle." "Throw the bean bag into the square."	Given a two-step command, the child will correctly follow the command in sequence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL I NO. 4.2

ACTIVITY: Following Simple Commands

LEARNING OBJECTIVE: The child will carry out a command with 1 - 3 unrelated parts.

MATERIALS	PROCEDURES	EVALUATION
Puppet Props - such as: a hat, a ball, a bean bag, small table, several chairs, a large box and a small box.	1. Have children seated in a large circle. Display all of the articles in the middle of the circle. 2. Begin by having a puppet give a child a command. (Ex: "Miguel, put on the hat, stand on top of the box, then sit on your hat.") Silly commands work best. Adjust the commands to the ability level of each child so that all are successful. 3. If younger children are restless, allow them to participate in the commands given to others while they await their turns. (Ex: "Put the hat on Billy.").	Given a two step command by the teacher, the child will complete the command in sequence correctly.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL I NO. 4.3

ACTIVITY: Follow Directions

LEARNING OBJECTIVE: The child will follow a series of directions

MATERIALS	PROCEDURES	EVALUATION
Two pencils Two pieces of graph paper (two samples attached)	Teacher and child each take a piece of graph paper and a pencil. * They are to sit back-to-back. The child follows the directions and produces a picture by doing exactly as told. The teacher can only give directions and ask if he/she is ready to continue. Any other interaction is not allowed. After all the directions have been given, compare your pictures. The pictures should be the same of close to the same. Discuss how and why the pictures are different. * It may be easier to number the squares to be used.	The child will successfully carry out a given two-step direction.

VARIATION/ EXTENSION:

COMMENTS:

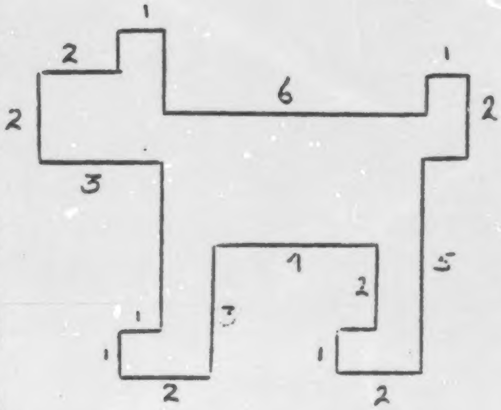
4:3

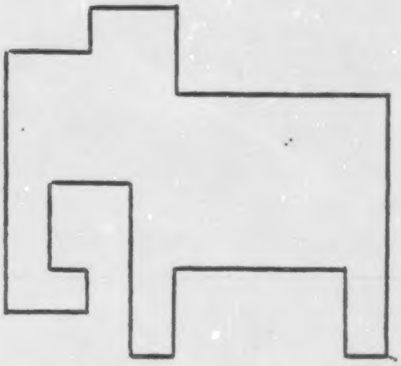
Following Directions

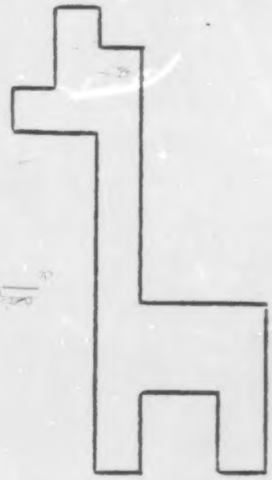
Children need much practice in following oral directions and in finding the meaning for such words as "up", "down", "across", etc. The following is an activity which provides practice in both these needs.

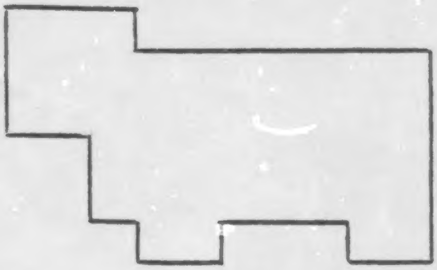
Pass out a sheet of 1" squared graph paper to each student with the same starting point marked on each paper. Have the students follow your directions starting at the point marked by the teacher, such as, move "two squares up", etc. (see following page). Have the students fill in the details and color the drawing they made. It may be a space creature, animal, or whatever the students wish.

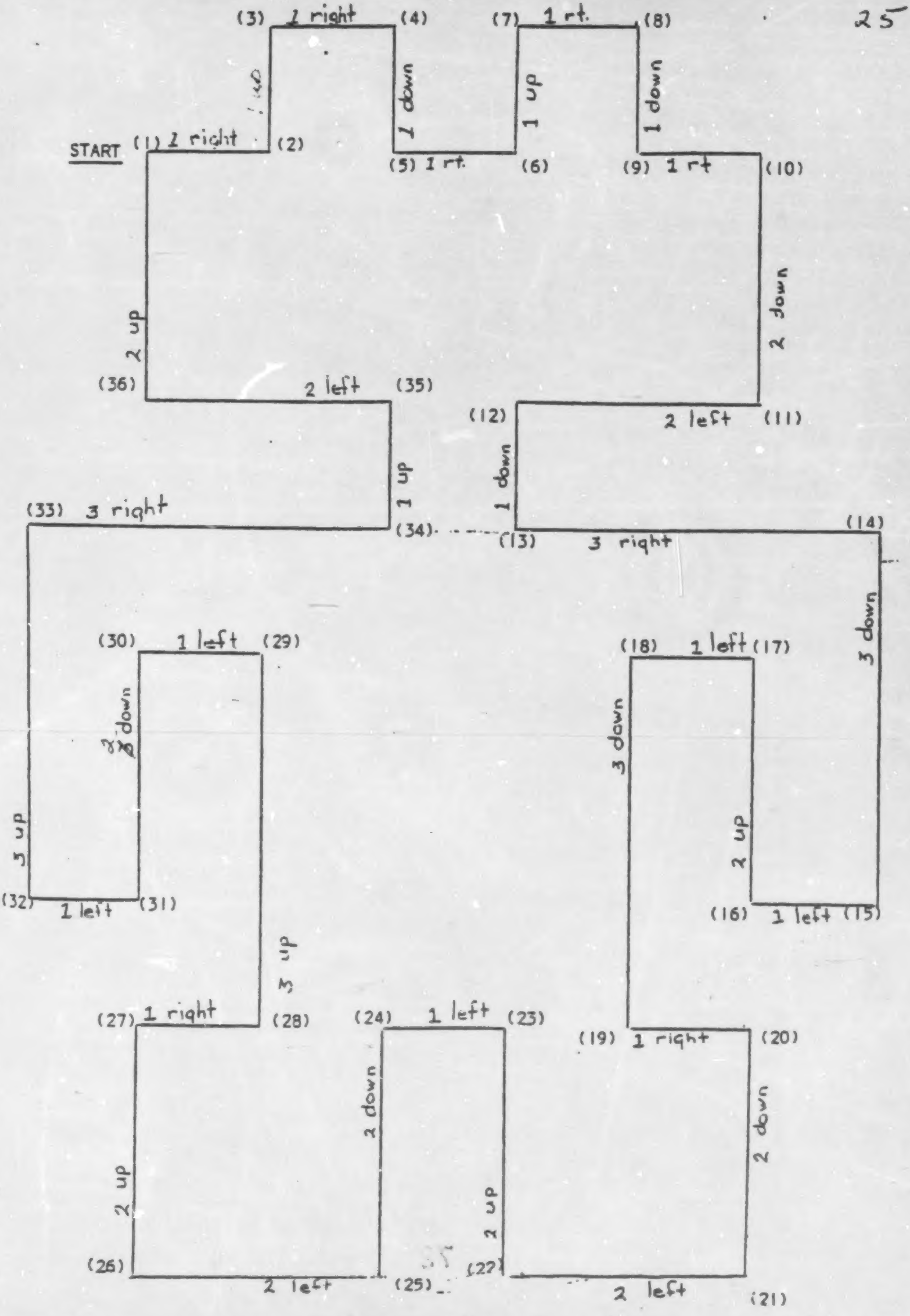
Below are sample patterns which can be fitted on 1" squared graph paper. Scale: 1/4" equals 1"










START
(1) 1 right (2)
1 up
(3) 1 right (4)
1 down
(5) 1 rt. (6)
1 up
(7) 1 rt. (8)
1 down
(9) 1 rt (10)
2 down
(11) 2 left (12)
1 down
(13) 3 right (14)
3 down
(15) 1 left (16)
2 up
(17) 1 left (18)
3 down
(19) 1 right (20)
2 down
(21) 2 left (22)
2 up
(23) 1 left (24)
2 down
(25) 2 left (26)
2 up
(27) 1 right (28)
3 up
(29) 1 left (30)
2 down
(31) 1 left (32)
3 up
(33) 3 right (34)
1 up
(35) 2 left (36)
2 up

SKILL: Following Directions **LEVEL** I **NO.** 4.5

ACTIVITY: Listening to directions

LEARNING OBJECTIVE: Given a tape recorded set of directions, the child will demonstrate ability to follow one step directions using colored blocks.

MATERIALS	PROCEDURES	EVALUATION
Tape Recorder Tape with directions Colored blocks as indicated on tape.	1. Use the tape recorder to give the learner simple commands for using blocks. "Put the red block in front of you." "Put the green block on the red block." "Put the yellow block on the green block." "Put the blue block on the yellow block."	T.O. Children will accurately follow two out of four directions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL I NO. 4.4

ACTIVITY: Collections

LEARNING OBJECTIVE: The child will follow one, two and three step directions while learning position words.

MATERIALS	PROCEDURES	EVALUATION
Collection of 5 things from around the classroom: EX. paper, rubberband, pencil, box, crayon. List of position words, over, under, next to, around, etc.	Place all the objects in front of child. Ask him/ her to give you certain object. Praise efforts. 2. Begin two part commands such as: "Put the crayon in the box and the pencil on the paper." 3. To extend do three commands. Helping child remember what was first, next and last. "Walk around your chair, put the crayon on the side of the paper, and sit back down."	Given a two step direction using position words, the child will successfully complete the command.

VARIATION/ EXTENSION:

COMMENTS: Children who have difficulty may need to repeat the directions before doing them.

SKILL: Conceptualization LEVEL I NO. 5.1

ACTIVITY: Matching number and numeral

LEARNING OBJECTIVE: The child will correctly identify numerals and the number represented by numerals 1 - 5.

MATERIALS	PROCEDURES	EVALUATION
4 x 4 tagboard squares each with a numeral (1-5) printed with a marker Pinto beans	1. Ask the child to place the number of beans corresponding to the number on the card beneath the card. 2. This can be a small group activity, each child being provided with a set of five cards.	T.O. The child will match the number of beans to the numeral 1-5 with 100% accuracy.

VARIATION/ EXTENSION: Have child explain what they are doing and why they are using a particular number of beans for language practice. The child can explain to teacher or to a peer.

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.2

ACTIVITY: Sequences

LEARNING OBJECTIVE: Children will sequence flannelboard shapes to reflect the order of events in "The Three Bears."

MATERIALS	PROCEDURES	EVALUATION
Flannel board Flannel board shapes: bowls beds chairs tree table The story "The Three Bears"	Help the group identify these shapes. Read aloud "The Three Bears" Ask the children to place the shapes on the flannel board in the order in which they are presented in the story. Then display the shapes in a row with two of them in the wrong sequence. Ask the children to rearrange the items in order.	T.O. The child will correctly sequence the presentation of flannel board shapes to reflect the order of events in "The Three Bears."

VARIATION/ EXTENSION: Repeat this activity with other familiar flannel board stories.

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.3

ACTIVITY: Identifying a Solution

LEARNING OBJECTIVE: The child will listen to the poem "Solution", and identify the best solution to finding a lost item using the stanzas from the poem.

MATERIALS	PROCEDURES	EVALUATION
Poem: Solution by Billie M. Phillips What would you do If you could not find Your pencil? A chair? Your sock or a shoe? Would you stand and pout, Or frown up and cry, Act mean or unkind, Or throw things about? Or would you just smile And say to yourself, "I'll find out what I want In just a short while.	1. To help your class learn to identify ways to deal with problems, read the poem "Solution". 2. Repeat the second verse. Ask the children why none of the actions would help them find what they were looking for. Read the last verse, ask why this is a better way to act if they had lost something.	Having listened to the poem "Solution" the child will identify the "better" solution for finding a lost object.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.4

ACTIVITY: Problem Solving

LEARNING OBJECTIVE: The child will participate with a group to solve a given problem.

MATERIALS	PROCEDURES	EVALUATION
Example: A shoe with knotted strings. Box with too many toys.	Present a problem. For instance, show the children a shoe with the strings knotted. Ask what they would do about getting the knots loose if they could not do it themselves. Discuss which would be the best solution of those suggested and why. Repeat the procedure with other problems and secure objects for a realistic demonstration. Here are a few suggestions: Packing toys in a box that is too small; untangling a mess of string; Early Years, Allen Raymond, Inc., Darien, Coall 06820	T.O. Child participates in problem solving process offering possible appropriate solutions.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.5

ACTIVITY: Classifying

LEARNING OBJECTIVE: The child will identify matching objects by shape and color.

MATERIALS	PROCEDURES	EVALUATION
Paper plate 8 construction paper circles of red, yellow, blue	Stimulate in the students the realization that most things have more than one characteristic. Distribute all but one of each color to the children. Show one circle and ask the children who have matching ones to show theirs. Help them identify the shape and the color of the cut out. Repeat the procedure for each color. Then show the red circle and say "Pretend this is a cookie. It is round and red. If you have a round red cookie, put it on the plate." Continue to show the cookie while the child passes a paper plate around the group. Do the same with the other colors.	T.O. The child will correctly identify 2 or more characteristics of a given object.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.6

ACTIVITY: Patterns

LEARNING OBJECTIVE: The child will duplicate a word pattern of 3 or 4 parts.

MATERIALS	PROCEDURES	EVALUATION
List of words in a 3 or 4 part pattern. Example circle, circle, square (3) boy, girl, boy, girl (4) Happy, happily, sad, sadly	The teacher demonstrates a pattern of words and asks the children to repeat it. As the children master it, repeat the procedure increasing the number of words and difficulty of the pattern.	Children will duplicate the given patterns of words in the right order.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Conceptualization LEVEL I NO. 5.7

ACTIVITY: Textures

LEARNING OBJECTIVE: The child will note similarities and differences in the environment.

MATERIALS	PROCEDURES	EVALUATION
Variety of texture samples: Sandpaper, silk, etc.	1. Pass textured samples around for children to feel and describe. 2. Ask volunteers to select two textures and explain why they are not alike. 3. Repeat activities and stress similarities. 4. Identify textures in the classroom environment.	T.O. The child will verbally distinguish between two different textures and/or compare two identical textures.

VARIATION/ EXTENSION: For less mature children this objective could be presented on two lessons, one stressing similarities and one differences.

COMMENTS:

SKILL: Communication LEVEL I NO. 6.1

ACTIVITY: Dramatization

LEARNING OBJECTIVE: The child will demonstrate an ability to act out a given situation orally.

MATERIALS	PROCEDURES	EVALUATION
None	Act out (using speaking roles) the following situations and reactions 1. Person 1 - You are late to dinner (you think you you think you have a good excuse.) Person 2 - The food is burned and you are angry. 2. Person 1 - Ask a friend for a homework assignment. Person 2 - You don't have the assignment either, but you don't want to admit it. Can you fake it? 3. Person 1 - You back your car into someone's motorcycle. Convince him it wasn't your fault. Person 2 - It was your motorcycle. How will you act?	T.O. The child will participate verbally in the dramatization of a given situation involving problem solving.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL I NO. 6.2

ACTIVITY: When I'm ________________ I feel ______________________________

LEARNING OBJECTIVE: The child will talk about his needs, desires, and feelings.

MATERIALS	PROCEDURES	EVALUATION
None	When the child is feeling happy, sad, hurt, afraid, etc. help him/her recognize his/her feeling. "You feel hurt because . . . ." Talk about why he/she feels this way and let him/her know you understand, accept the child's fears and feelings. Encourage the child with "Tell me about it." "Tell me more."	T.O. The child will identify his/her feelings and begin to verbalize them, with teacher direction.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL I NO. 6.3

ACTIVITY: Relating Personal Information (small group)

LEARNING OBJECTIVE: The child will demonstrate the ability to relate personal information.

MATERIALS	PROCEDURES	EVALUATION
Silhouette of a child Oaktag strips	Display a silhouette of a child. Make up a story about the child getting lost. Help the class determine what the child needs to know to get someone to help him. Ask, "If you were lost would you know your full name, your parents name's, address, and telephone number?" Cut silhouettes of a child, mother and father from heavy cardboard. Attach a folded piece of cardboard to the back of each figure so that it will stand. On a table, display the silhouettes, a toy house and a toy telephone. Leave space between the items. As each child correctly recites the personal information identified in the discussion, write his name on a small card and place it in front of the related item on the table.	T.O. The child correctly states his full name, his parents' name, his address and telephone number. Preschool children will correctly state his full name, parents', address.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL I NO. 6.4

ACTIVITY: Information Please

LEARNING OBJECTIVE: The child will demonstrate ability to relate personal information

MATERIALS	PROCEDURES	EVALUATION
6 oaktag strips with holes punched at either end for each child	Cut six oaktag strips for each child. Punch a hole in each end of the strips. Each child writes his full name on a strip. On the other strips, help him write his mother's name, father's name, address, city and state and telephone number. Connect the strips one under the other with yarn and knot the ends to form a hanging chart. Play "Information Please". Say "Your telephone number, please?" The children take turns pointing to the correct strip and reading the information aloud.	T.O. Given cards on which are printed a Child's full name his parents name, his address, city, state, and telephone number. The child will correctly identify each upon request. For preschool children, they will identify street, city, parent's name.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Communication LEVEL I NO. 6.5

ACTIVITY: Miming

LEARNING OBJECTIVE: The child will demonstrate the ability to communicate without words.

MATERIALS	PROCEDURES	EVALUATION
None	Experiment with communicating without words. Give the following directions and see if the children can demonstrate ways of giving the same directions without speaking a word: Come here, Go away! Keep quiet, Hurry, Stoop, Turn around, Follow me, Wait.	T.O. The child will demonstrate one command using gestures instead of words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL I NO. 7.1

ACTIVITY: Repetitive Sentences from Stories

LEARNING OBJECTIVE: The child will repeat a given sentence pattern he has heard in the context of a story.

MATERIALS	PROCEDURES	EVALUATION
A favorite story such as "The Gingerbread Boy", with a frequently repeated sentence. "Run, run as fast as you can", or "You can't catch me, Im the Gingerbread man!"	1. Read the story. 2. Organize the group to dramatize the story. As you reread the story the children act out the event. Repeating with you each time, "run, run," etc.	Given a story with a repetative refrain the child will repeat the refrain or sentence without omissions or reversals.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL I NO. 7.2

ACTIVITY: Where Are the Children? (Tune to the Paw-Paw Patch)

LEARNING OBJECTIVE: Child will repeat a refrain from the song which is in the form of a complete sentence.

MATERIALS	PROCEDURES	EVALUATION
A song	1. Have the children listen while you first sing the song, then have children sing along so they can become familiar with words/tune. Where, oh where is dear little Jimmy? Where, oh where is dear little Jimmy? Where, oh where is dear little Jimmy? Way over ther with the blue shirt on. (use all of the children's names)	The child will correctly repeat a refrain without ommission or reversal of words order.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL I NO. 7.3

ACTIVITY: Who's Knocking at My Door

LEARNING OBJECTIVE: Child will answer with a complete sentence.

MATERIALS	PROCEDURES	EVALUATION
NONE	1. Child is chosen to knock. (on door, floor, chair, table.) 2. Teacher and group says: All: Who's knocking at my door? Individual child: Who's that knocking at my door? (Knock 3 times) Individual child: Who's knocking at my door? (Knock 3 times) Child: It's (Marg). Wait for child who knocking to reply to question with his own name. (stress use of complete sentences.)	T.O. Given practice the child will respond to a question with a complete sentence.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL I NO. 7.4

ACTIVITY: Treasure Hunt

LEARNING OBJECTIVE: Child will use simple sentence form to state what they found.

MATERIALS	PROCEDURES	EVALUATION
Envelopes small familiar object EX: penny, rock, pencil, etc.	1. Prior to lesson while children are out of the room, teacher will hide the envelopes (each containing one object) in various places around the room. 2. Teacher will say, "I have hidden envelopes around the room. There is something in each envelope. When you find an envelope please sit down." (Provide clues until each child finds one envelope.) 3. Each child will take turns opening envelopes and showing the group. Then each child describes the object in his envelope using the sentence pattern "I found a penny in my envelope."	T.O. The child will identify an object using a complete sentence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL I NO.7.5

ACTIVITY: Walking and Hearing

LEARNING OBJECTIVE: The child will speak in complete sentences, relating the experiences of a walk.

MATERIALS	PROCEDURES	EVALUATION
NONE	Prepare children for a neighborhood walk by reviewing safety rules. Also clue the child that the walk is especially for hearing. Tell the children that when we get back from our walk, we are going to share our walk by talking in complete sentences. (For younger children it might be best to discuss what they heard during the walk as well as at home.) For Preschool children: Be a good model by using complete sentences when talking to your child.	The child will describe an experience in at least three statements.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL I NO. 8.1

ACTIVITY: Descriptive Language

LEARNING OBJECTIVE: The child will demonstrate the ability to use descriptive language.

MATERIALS	PROCEDURES	EVALUATION
4 Large cotton tufts 1 white 1 red 1 yellow 1 blue (colored with tempera powder)	1. Ask the children to tell what cotton is and what they can tell others about it. 2. Put the cotton tufts in view, ask questions that would guide the group in discussing what there eyes see. 3. Repeat the activity using tissue paper strips of different colors and shapes (crush the strips).	T.O. Given a colored cotton tuft the child will describe the cotton tuft, using color words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL I NO. 8.2

ACTIVITY: Describing Simple Objects

LEARNING OBJECTIVE: The child will demonstrate the ability to expand simple sentences.

MATERIALS	PROCEDURES	EVALUATION
NONE	1. The teacher reads a statement then reads it again with the addition of descriptive words. 2. Following this example she reads other statements and asks the class to make them more interesting. 3. Sample Statements: I saw a dog. Improved Statement: I saw a little wiggly dog. Sample Statement: Grandmother wore a hat. Improved Statement: Grandmother wore a big white hat.	T.O. Given a short three word sentence the child will expand the sentence without changing the meaning.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL I NO. 8.3

ACTIVITY: Whats In the Picture?

LEARNING
OBJECTIVE: Child will describe objects he sees in the picture.

MATERIALS	PROCEDURES	EVALUATION
newsprint/manila paper colorful pictures of familiar objects. stapler black marker easel	1. Teacher will prepare lesson ahead of time, fold newsprint in half, staple picture to be used on one side of newsprint. 2. Proceed by clipping picture on your easel. 3. Have the children observe the picture closely and tell as much as they can about it. 4. List the key words beside the picture.	T.O. Given a picture the child will describe what is in the picture.

VARIATION/
EXTENSION: When the group begins to work on sentence structures, children can work on the same pictures to develop simple sentences.

COMMENTS:

SKILL: Description LEVEL I NO. 8.4

ACTIVITY: Texture Train

LEARNING OBJECTIVE: Child will use texture words to describe an object.

MATERIALS	PROCEDURES	EVALUATION
1. Precut train forms 2. Tinfoil, felt, cloth, sandpaper, any material of varying textures, spaghetti, cotton balls, macaroni, wheels, glue.	1. Give each child a sheet of black paper 2. Have materials laid out in table in piles 3. Let children collage on construction paper same textures (e.g.) one sheet cotton balls, one sheet sandpaper, etc. Each car following will have a different texture. 4. When the cars are all finished have children describe the textures of each one. 5. Putting the train together up on the wall, and feeling the different textures will encourage descriptive language.	T.O. The child will describe the train with texture words such as rough, smooth, wrinkled, hard, bumpy, etc.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description II8 LEVEL I NO 8.5

ACTIVITY: Riddle Game: What Is It?

LEARNING OBJECTIVE: The child will recognize the words used to describe familiar objects.

MATERIALS	PROCEDURES	EVALUATION
1. Flannel board/blackboard 2. Fairly large kites made of construction paper. 3. Small object pictures of familiar objects. 4. paper clips	1. Have kites scattered about the baord. A small object picture is clipped to each kite. 2. Teacher turns to class and describes the picture such the "The kite has something that grows on trees. It is red, it is round, it is good to eat, "What is it?" *Add clues one at a time until the riddle is solved.	T.O. Given a set of pictures the child will correctly identify the picture that is verbally described by the teacher.

VARIATION/ EXTENSION: If children have difficulty with this activity, construct a description of each individual item before playing the guessing game.

COMMENTS:

SKILL: Narration LEVEL I NO. 9.2

ACTIVITY: Describing the Picture

LEARNING OBJECTIVE: The child will look at a picture and tell what has happened.

MATERIALS	PROCEDURES	EVALUATION
colorful action pictures from magazines, books or Peabody Kit.	1. Show the child a picture and encourage him/her to tell what's happening and to give as many details as possible.	T.O. Given a picture card a child will give a reason to describe what has happened.

VARIATION/ EXTENSION: Encourage child to think "What do you think might happen next?" "Could something else happen?" "What happened first, second, last?"

COMMENTS:

SKILL: Narration 53 LEVEL I NO. 93 53

ACTIVITY: Story Dictation

LEARNING OBJECTIVE: Child will tell a simple story relating to pictures.

MATERIALS	PROCEDURES	EVALUATION
Action pictures from cartoon magazines, tape recorder	1. Have children sit around table with tape recorder going in the center. Give each child a chance to choose a picture and describe the activity, ask: "What happened before?" "What ~~happen~~ will happen next?" Younger children may be asked to name the objects in the picture or just repeat after you. 2. Play back the tape and have the children guess whose voice they hear. Place or prop the pictures in the middle of the table. Have the children identify which picture is being described on the tape.	T.O. Given a picture the child will tell a story about the picture having a beginning, middle, end.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Narration LEVEL I NO. 9.4

ACTIVITY: Snowballs

LEARNING OBJECTIVE: The child will demonstrate the ability to use language correctly by narrating an event.

MATERIALS	PROCEDURES	EVALUATION
paper snowballs	1. Have children make a pile of newspaper snowballs, then have the children stage a snowball fight. 2. Next they will tell what they did to the paper to create make believe snowballs. 3. Ask them to tell about their actions during the snowball fight. 4. Read Snow Day by Ezra Keats, help the children use action words to tell about Peter.	T.O. Given a shared event, the child will tell about the event.

VARIATION/
EXTENSION:

COMMENTS:

ISC

SKILL: Narration LEVEL I NO. 9-5

ACTIVITY: What's My Line?

LEARNING OBJECTIVE: The child will choose a character and present it to the group in the game format of "What's my line."

MATERIALS	PROCEDURES	EVALUATION
NONE	1. Have children choose a favorite character. Give him/her time to think about ways to describe the character. 2. Children should start by asking, "Guess Who?" He/she should then go on to tell something about the character. 3. The person who guesses who the character is then given a turn to describe a character of his or her own choice. NOTE: Examples of question to use to facilitate the game. What do you do? Where do you live? How old are you?	T.O. The child will select a character and will describe attributes of the character by answering the other students' questions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL I NO. 10.1

ACTIVITY: Winter Weather

LEARNING OBJECTIVE: The child will demonstrate the ability to use weather word in an appropriate context.

MATERIALS	PROCEDURES	EVALUATION
pictures of winter scenes. 31 12x12 inch tag board squares bright colored yarn Poem - January Days January days are crispy cold with sun like gold. January days mean ice and snow while cold winds blow. January days make icey streets with rain and sleet. Billie M. Phillips	Present pictures of winter scenes (photographs of the children taken out-of-doors in winter are ideal to use if available.) Read the poem, January Days and have the children select the words that best describe the weather in each picture. Keep a descriptive weather report (weather book). Cut 31 squares of tag board each 12x12 inches. Punch two holes about 4 inches apart and one inch from the top of each card. Tie the squares together in booklet form with the yarn. Each day talk with the children about the weather, record on a page of the weather book a word to describe the weather, and choose a child to illustrate the page with a symbol such as a cloud, a sun, raindrops, etc.	T.O. The child will use words descriptive of weather conditions (foggy, chilly, cold) in the appropriate context.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Elaboration T-20 LEVEL I 3RD. 10.2

ACTIVITY: Things in Common

LEARNING OBJECTIVE: The child will name as many things as possible that have something in common.

MATERIALS	PROCEDURES	EVALUATION
1. NONE 2. Watch with a second hand.	1. Name as many things as you can that are round... that have four legs...(don't forget table) two legs....that are pointed....square.... that swim...fly...crawl...that are green... yellow... that cover things... that go under things. 2. The child may want to see how well he does. Check with the second hand of a watch. How many can be named in half a minute? How many can you name while the children time you.	Given a specific category or attribute by the teacher, the child will name more than three members that fit the category.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL I NO. 10.3

ACTIVITY: Learning About Leaves

LEARNING OBJECTIVE: The child will describe appearance, condition, texture, and shape of leaves of different plants in response to teacher questions.

MATERIALS	PROCEDURES	EVALUATION
4 potted plants with a variety of shapes, colors, and size of leaves. (include cactus) Leaves the children collect themselves - some dry, some fresh.	Lay the materials out on the table. Group the children around them. Ask: How many different shapes can you find on one plant? ....On different plants? What colors do you see? What shade of green are the older bigger leaves? How are the new leaves different? How do the different leaves feel? How do the living leaves feel? How do dry leaves feel? Why?	The child will describe three characteristics of a given leaf, noting its color, shape and texture.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL I NO. 10.4

ACTIVITY: Who Lives Here?

LEARNING OBJECTIVE: Children will describe the soil and the worms they find in the soil.

MATERIALS	PROCEDURES	EVALUATION
large tub or water table filled with loose moist earth. Earth Worms	1. Place the tub of earth in the center of the group. 2. Ask "Who do you think lives here?" "What kind of animal would like to live underground in the dirt?" 3. Encourage the children to put their hands in the dirt and search carefully for the animals who are hidden there ask, "How does it smell?" 4. Let them hold the worms in there open plams, and watch them on the durface of the dirt ask, "How do the worms feel?" "How do they move?" "Can they see?" "What do they eat?" "How do they breathe?"	Given that the child has observed earthworms, the child will make three descriptive statements, noting the characteristics.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL I NO. 10.5

ACTIVITY: Password

LEARNING OBJECTIVE: The child will use descriptive vocabulary to identify an object using the game format "Password."

MATERIALS	PROCEDURES	EVALUATION
NONE	Teacher demonstrated the game. Children follow one at a time, think of a word, example: apple. Use one word clues to help the other person guess your word. The other person can respond with only one word at a time. Example: person #1 - red person #2 - ball fruit apple	The child will identify an object given a series of one word clues.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL I NO. 1131

ACTIVITY: Forest Fun

LEARNING OBJECTIVE: The child will recognize multiple relationships within a forest.

MATERIALS	PROCEDURES	EVALUATION
optional: library books magazines that relate to forest life. (Ranger Rick)	1. Share books and magazines with children that relate to forest life: animals, insects, trees, plans, products, etc. If possible visit a forest and take a nature hike. 2. During the sharing, focus on the relationships that exist between the various things in a forest. 3. Sample discussion questions: "What lives in the forest?" "What do the forest animals (rabbits, deer, insects) eat?" "How do the animals use the forest's trees?" "Of what value is the forest to humans?"	The child will describe characteristics of a forest having discussed or visited a forest.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL I NO. 11.2

ACTIVITY: What Caused This to Happen?

LEARNING OBJECTIVE: The child will recognize cause and effect relationship.

MATERIALS	PROCEDURES	EVALUATION
newspaper magazines	1. Go through the magazines and/or newspapers together. Point out pictures and ask, "What caused this to happen?" 2. Encourage your child to use his/her imagination to figure out the "why." For example: a picture of a baby crying could be - he's hungry he's wet etc. 3. Extend this reasoning to everyday happenings Example: If I play too close to the window, I may break it.	T.O. Given a picture the child will give a logical response to the question "what caused this to happen?"

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL I NO. 11.3

ACTIVITY: Dramatic Situations

LEARNING OBJECTIVE: The child will observe a situation and will respond appropriately to questions directed at him/her for detail.

MATERIALS	PROCEDURES	EVALUATION
Prepare a simulated scene with another person to be presented to the group. -Describe the given situation. Example: You are spending time with another child when another person enters the room. The person tells you that he/she needs something from you. You tell them that you'll be finished in a few minutes. He/she insists it is needed now. You try to reason with him/her. This goes on for a moment with slightly raised voices. At last he/she leaves.	1. Teacher begins discussion by asking the children questions such as: -What started the arguement? -How would you describe the actions and voices of the persons involved? -Give some direct quotes from the discussion. -Add other questions 2. Have children tell how accurate they feel their own reports are. For instance, how would each person rate his answers on a scale of "absolutely sure" to "really could'nt say for sure?" 3. Be sure to tell the children about this being set up after this whole process has run it's course.	Given a staged scene, the child will relate details about what happened by answering specific questions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL I NO. 11.4

ACTIVITY: Day's Sequence

LEARNING OBJECTIVE: Given familiar daily activities the child will recognize those activities they do at the beginning, middle, and end of the day.

MATERIALS	PROCEDURES	EVALUATION
magazines	1. Talk with the children about what they do during a day - beginning with getting up in the morning, having lunch in the middle, and at the end going to bed at night. 2. Ask questions - example: (teacher) "What other things do you do at the beginning, (or middle, or end) of the day?" 3. Show pictures of children on a walk, ride, or shopping trip. Discuss what happens at the beginning, middle, and end. Set up an imaginary trip and have your child tell you what he would do at the beginning, middle, and end.	T.O. The child will identify those activities he/she does at the beginning of the day, the middle of the day and the end of the day.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL I NO. 11.5

ACTIVITY: Which One Would You Choose?

LEARNING OBJECTIVE: Child will describe a cause and effect relationship.

MATERIALS	PROCEDURES	EVALUATION
Food pictures from Peabody kit. 1. corn, milk, apple 2. soup, lemon, orange	1. Show pictures: F-7 (corn) F-18 (milk) F-38 (apple) say: If a kitten were hungry which one of these foods would it like? Why? 2. Show Picture: F-26 (soup) F-42 (lemon) F-43 (orange) say: Tom is very cold and very hungry, which of these foods would he rather have? Why?	T.O. The child will give a logical explanation for why one selection, given a set of three, would be appropriate in response to a given question.

VARIATION/ EXTENSION:

COMMENTS:

LEVEL I REFERENCES & RESOURCES

1. CHILD: Coordinated Helps in Language Development, Northwest Regional Educational Laboratory in cooperation with Portland Public Schools, Portland, Oregon, 1979, available at B.E.S.

2. ESEA TITLE I Parent Training Project, Educational Service District 105, Brian Talbott, Superintendent, 1980, available at B.E.S.

3. Get Acquainted Songs and Games, Anne Gauvin editor, available at B.E.S.

4. Language Motivating Experiences for Young Children, Rose Engel, 1968

5. Peabody Language Development Kits, Level P, American Guidance Services, 1968

6. SADI: Systematic Approach to Developmental Instruction, Balasek et al, Palm Beach County Schools, Indiana

7. Santa Clara Plus Kit, available at Washington Migrant Education Center, Sunnyside.

8. The Live Oak Curriculum, Celeste Myess, Alpha Plus Publishers, 1976

9. Workjobs, Mary Barratta-Lorton, Addison-Wesley Publishing Co., 1975, available at B.E.S.

LEVEL I

NAMES	1. AUDITORY DISCRIMINATION Can distinguish between sounds.	2. AUDITORY MEMORY Can repeat a sentence	3. LABELLING Can name objects which are familiar	4. FOLLOWING DIRECTIONS a. Follows a one-step action b. Follows a two-step action	5. CONCEPTUALIZATION Describe and compare objects with similar characteristics.	6. COMMUNICATION Can express himself to others	7. SYNTAX Can speak in a complete sentence	8. DESCRIPTION Can describe color, shape size or number	9. NARRATION Can use complete sentences to recount an event	10. ELABORATION a. Can answer questions about an object or event b. Can use descriptive words	11. EXPLANATION a. Can retell the sequential order of a story or event b. Can describe a cause and effect relationship	COMMENTS

/ Skill Introduced

X Skill Mastered

LEVEL II - BEHAVIORAL OBJECTIVES OF GRADES 1 & 2

1. Auditory Discrimination

   A. The child will be able to discriminate rhyming words.
   B. The child will be able to discriminate beginning sounds.
   C. The child will be able to discriminate ending sounds.
   D. The child will be able to discriminate vowel sounds.
   E. The child will be able to discriminate blends.

2. Auditory Memory

   A. The child will be able to duplicate a pattern of sounds, letters, numbers or words.
   B. The child is able to retell a simple story.
   C. The child is able to name all letters of the alphabet in random order.
   D. The child is able to associate the proper sound(s) with the letter.

3. Following Directions

   The child is able to follow a two or three step direction.

4. Communication

   A. The child will be able to express orally the way he or she feels in a given situation.
   B. The child will be able to participate in large or small group discussions.

5. Syntax

   The child is able to speak in complete sentences with correct syntactical form.

6. Description

   The child will use the proper adjectives in telling about a person, place or thing.

7. Comprehension

   A. The child will demonstrate his understanding of a story and its plot by orally answering open-ended questions.
   B. The child will be able to sequence a story.
   C. The child will be able to predict the outcome of a story

8. Conceptualization

   The child will be able to verbally communicate the difference and sameness of concrete objects.

9. Dramatization

   A. The child is able to role play a story or song.
   B. The child will be able to act out a part in a play.

LEVEL II - BEHAVIORAL OBJECTIVES

10. Storytelling-Narration

The child will be able to compose an original story orally with a beginning, middle and end.

11. Extension

A. The child will learn new words to use in his vocabulary.
B. The child will describe the meaning of contractions and the words they represent.

12. Elaboration

Child will be able to describe in detail, objects, places or events which are familiar.

13. Explanation

Given an observable event or process, the child will describe the sequence in terms of cause and effect.

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SKILL: Auditory Discrimination LEVEL II NO. 1.1

ACTIVITY: Rhyming

LEARNING OBJECTIVE: Child will be able to discriminate rhyming word.

MATERIALS	PROCEDURES	EVALUATION
Collection of small toy objects with rhyming. Example: sock, block hat, cat	INDIVIDUAL OR SMALL GROUP 1. Give a child the box (filled with the small toy objects) 2. Ask him to name the objects. 3. Ask the child if any two of these things sound the same. 4. Have children find as many rhyming pairs as there are in your assortment.	T.O. If the child seems confused line up three objects, two that rhyme and one that doesn't .

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL II NO. 1.2

ACTIVITY: Rhyming Nursery Rhymes

LEARNING OBJECTIVE: The child says two rhyming words which he hears spoken in a given context.

MATERIALS	PROCEDURES	EVALUATION
A familiar nursery rhyme Example: Jack Sprat could eat no fat. Ding dong bell pussy in the well. Little Bo Peep has lost her sheep. The little red hen got out of her pen.	1. Tell the children to listen while you say 2 lines form a familiar nursery rhyme. Call attention to the two words which rhyme. Present lines from familar nursery rhymes and ask children to tell you the words that rhyme. 2. After children understand how to pick out rhyming words, present in rhyme in unfamiliar context. Ask children to listen and tell you the words that rhyme. Lets' have some fun we'll play in the sun The great big cop made the traffic stop I saw a toad on the road I found a snake under the rake I had a little pup that drank from a cup	

VARIATION/ EXTENSION:

COMMENTS: Some children may be able to make up their own rhymes.

SKILL: Auditory Discrimination LEVEL II NO. 1.3

ACTIVITY: Rhyming with Numbers and Colors

LEARNING OBJECTIVE: Child will be able to discriminate rhyming words.

MATERIALS	PROCEDURES	EVALUATION
Number Cards 1-10 Color Cards red blue yellow green black white	1. Display number cards Lead the children in counting in unison, from one to ten. 2. Ask the following questions, first in sequence, having the children respond in unison. 3. Repeat the questions and select individual children to answer. Question: a. What number rhymes with sun? b. blue? c. tree? d. floor? e. hive? f. sticks? g. heaven? h. gate? i. line? j. hen? 4. Display the color cards. Ask the following question. Have the children hold up the identified color as they are linked with the question. Repeat the questions having individual children respond. a. What color rhymes with jello? b. bed c. sack d. shoe e. light etc.	Teacher Observation

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL II NO. 1.4

ACTIVITY: Beginning Sounds

LEARNING OBJECTIVE: The student will be able to discriminate beginning sounds in pictures.

MATERIALS	PROCEDURES	EVALUATION
Pictures from color books, catalogues, etc. scissors crayons past milk cartons or shoe boxes On each box write upper and lower case letters and put picture on box which represents beginning sound of letter.	1. Show students each box and ask for letter name. Discuss pictures on boxes and point out that picture begins with the letter on the box. 2. Pass out picture books, and ask students to find pictures. (do procedures with all consonants you are doing at the time.)	Teacher Observation If students have difficulty, reduce the number of letter boxes

VARIATION/ EXTENSION: Students can use picture cards they have made for sorting into beginning sound groups.

COMMENTS:

SKILL: Auditory Discrimination LEVEL II NO. 1.5

ACTIVITY: Ending Sounds

LEARNING OBJECTIVE: Child will be able to discriminate ending sounds.

MATERIALS	PROCEDURES	EVALUATION
word list	1. For each word the teacher says the child will orally say the letter he hears at the end of the word. 1. broom (m) 2. prize (z) 3. frog (g) 4. star (r) 5. iron (n) 6. bread (d) 7. heart (t) 8. magic (c) 9. fox (x) 10. stamp (p) 11. truck (k) 12. glove (v) 13. whale (e) 14. leaf (f) 15. web (b) 16. horse (s)	Teacher Observation This is an individual activity or a small group activity.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL II NO. 1.6 2

ACTIVITY: Blends

LEARNING OBJECTIVE: Child will be able to discriminate blends

MATERIALS	PROCEDURES	EVALUATION
Picture cards that begin with blends. (Peabody Kit)	The teacher holds up a card and the child/children will tell the blend that the picture begins with. Grouping: small group or individual	Teacher Observation

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** II **NO.** 1.7

ACTIVITY: Blends

LEARNING OBJECTIVE: Child will be able to discriminate blends.

MATERIALS	PROCEDURES	EVALUATION
Ladder with blends written on the rungs. wh fl sh gr sn th pr sp ch br	The teacher points to a blend on the bottom of the ladder. The child says the blend and a word that has that blend at the beginning. Child continues until he can't say a blend and matching word.	Teacher observation Best if done in small groups of with individual child.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL II NO. 1.8

ACTIVITY: Long and Short Vowels

LEARNING OBJECTIVE: Child will be able to distinguish between long and short vowel sounds

MATERIALS	PROCEDURES	EVALUATION
picture cards (Peabody Kit) any other picture cards.	May use picture cards or draw own pictures on chalkboard. Hold up a picture card and say: "What is this picture?" "Do you hear a short or long i?" Proceed with the rest of the vowel sounds that group is working on. Have students answer in complete sentences. Use different pictures for long and short sounds. Example: pin, fin, bin, pine, line, nine.	students orally states whether the picture has a short or long sound.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.1

ACTIVITY: Duplicating Patterns

LEARNING OBJECTIVE: Child will be able to recall a given pattern

MATERIALS	PROCEDURES	EVALUATION
See word list.	Teacher reads each of the following items as the child listens. The child must then repeat the items in sequence and without error. 1. Three, six, two 2. Yellow, green, black 3. Circle, square, oval 4. Horse, bottle, pencil, top 5. Crayon, dog, talk, chair	The child will repeat a given pattern. If children have difficulty simplify to a pattern of two, then to three.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory **LEVEL** II **NO.** 2.2

ACTIVITY: Memory Time Patterning

LEARNING OBJECTIVE: The child is able to follow directions.

MATERIALS	PROCEDURES	EVALUATION
List of letter combinations. ex: A-B A-B-C D-C F-E B-A A-C-D X-Y-Z	Tell the children they are going to play a listening game. Have the groups of letters given at the speed of one per second without grouping any letters. Have the child/children repeat the letters given.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.3

ACTIVITY: Duplicate a Pattern of Sounds, Letters, Numbers or Words

LEARNING OBJECTIVE: Child will be able to duplicate a pattern using 3 or 4 sounds, letters, numbers or words.

MATERIALS	PROCEDURES	EVALUATION
List sounds: X_XX clap: X Pause: _ letters: s, p, r, y numbers: 11, 4, 9, 16 words: brown, yellow, purple, green	Clapping pattern (X_X) needs to be practiced many times with students. May be taped so students can practice individually or in small groups. Patterns for letters, numbers, and words can be any combination. Also more can be added to increase difficulty. ex: 3,20, 9, 16, 1	Student will clap correct pattern or orally reproduce exact pattern.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.4

ACTIVITY: Identify Familiar Sounds

LEARNING OBJECTIVE: The student will be able to identify a pattern of sounds.

MATERIALS	PROCEDURES	EVALUATION
1. tape recorder 2. taped common sounds around the school. ex: opening and closing the door. school bell ringing turning pages in a book	Ask children to listen closely and see if they can tell what the noise is. Encourage them to remember as many different sounds as they can. Play tape again and ask what sound they heard first. Play three sounds, and ask which was first, next, last. May increase number of sounds. small or large group	Teacher Observation Describe the exact sound or describe what the sound sounds like.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.5

ACTIVITY: Retelling a Story

LEARNING OBJECTIVE: Child is able to retell a simple story

MATERIALS	PROCEDURES	EVALUATION
simple storybooks available in classroom or library.	The teacher reads the story and asks the child to retell the story (in his own words). He should recall and include at least five facts and retain the sequence.	Teacher Observation A child will retell a simple story including facts and correct sequence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.6

ACTIVITY: Alphabet Random Order

LEARNING OBJECTIVE: Child is able to name all the letters of the alphabet in random order.

MATERIALS	PROCEDURES	EVALUATION
none	The teacher says a letter of the alphabet in random order and calls on a child to give the following letter(s) example: teacher says "g" child says "h i j" individual or group	Teacher observation

VARIATION/ EXTENSION:

COMMENTS: This could bd used as an activity when you are waiting for time to pass. (like waiting for lunch time - to go to the library, etc.)

SKILL: Auditory Memory LEVEL II NO.2.7

ACTIVITY: Association of Sounds and Letters

LEARNING OBJECTIVE: The child is able to associate the proper sound with the letter.

MATERIALS	PROCEDURES	EVALUATION
A bag with 6 objects ex: picture of father, dog, artificial lemon, banana, apple, cat	The teacher asks a child to reach into the bag and pull out an object. The child tells the letters of the alphabet that the object begins with, and tells its beginning sound. individual or small group	Teacher observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL II NO. 2.8

ACTIVITY: Alphabet Solitaire (game)

LEARNING
OBJECTIVE: Child will be able to name the letters in random order.

MATERIALS	PROCEDURES	EVALUATION
1. Alphabet tagboard game 36"x30 2. Gameboard/1 inch squares 5 down 6 across 3. 1"x1" alphabet cards	The alphabet cards are randomly placed in the game board leaving two squares blank. The child orally says the letter before the blank and finds the letter on the board that follows. He then places that letter in the blank space which then leaves a new blank space. The purpose is to have all cards in ABC order from top left to bottom right.	Teacher Observation

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO.3.1

ACTIVITY: Back to Back Scrap Paper

LEARNING OBJECTIVE: The child is able to follow two or three step directions.

MATERIALS	PROCEDURES	EVALUATION
identically sized pieces of scrap paper, newspaper sections, paper squares, etc.	Student chooses a partner, finds a place in the room and sits down on the floor back to back. Partners each have identically sized pieces of paper and hold the papers in the same way. #1 gives #2 two or three directions about what to do with the paper. example: Fold the paper in half, tear off the upper right corner. Turn and sit side by side to check if the models are the same.	self-checking Teacher observation Teacher may need to demonstrate.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO. 3.2

ACTIVITY: Back to Back Hand Game

LEARNING
OBJECTIVE: The child is able to follow directions.

MATERIALS	PROCEDURES	EVALUATION
none	Each student should choose a partner find a place in the room and then sit down on the floor back to back. Partner #1 gives partner #2 three separate directions about how to place his hands. If a direction is unclear, #2 may ask for clarifications but cannot turn around to look. Both children perform all directions. example: Touch all your fingertips together. Put your right thumb on top of your left thumb. Now touch the inside of your wrists together. Turn around and sit side by side to check for immediate feedback.	self-checking Teacher Observation Teacher may need to demonstrate.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO.3.3

ACTIVITY: Follow Oral Directions

LEARNING OBJECTIVE: Child will be able to follow a 2 or 3 step oral direction.

MATERIALS	PROCEDURES	EVALUATION
noise-making objects: bell rattle two wooden blocks eggbeater Other objects: book chair hall baseball cap	Students will listen carefully while teacher tells them what to do. example: First shake the rattle, then put on the baseball cap. Continue giving 2 directions only until students seem to find that easy. Then give 3 directions in a row. small group	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO. 3.4

ACTIVITY: Following Oral Directions

LEARNING OBJECTIVE: The child is able to follow t or three directions.

MATERIALS

pictures of,fruits and vegetables.

Peabody Kit)

apples (3)
pears (3)
grapes (bunch)
oranges (3)
bananas (3)
corn (1)
carrot (1)
onion (1)
potatoe (1)
tomatoe (1)

PROCEDURES

1. Place fruit and vegetables on a table or on the floor.

2. Give these directions to individual children.

3. Pick up three things that have:

a. The same name but are different colors

b. The same name and same color but are three different sizes (3 pears).

5 c. One thing that is a bunch (grapes).

d. Three things that have the same name but one is large and two are small (oranges)

e. Three things that have the same name but two are large and one is small (bananas)

f. One thing that is called an ear (corn)

g. Three thingsthat grow underground (carrot, onion, potatoe).

h, One thing that rhymes with potatoe (tomatoe).

EVALUATION

Teacher observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO. 3.5

ACTIVITY: Listen, Watch, Do

LEARNING OBJECTIVE: The child is able to follow a two or three step direction.

MATERIALS	PROCEDURES	EVALUATION
Color chips found in Peabody Kit.	Distribute color chips to students so that all of them have different colors. (some may have same colors)	Teacher Observation
Or other color chips		
Box or bag to place chips in.	Teacher begins game by taking out one color chip and saying "Everyone who has a (blue) chip like this one come over and drop the chip into the bag or box."	
	Be sure all children holding chips of that color respond correctly to the command.	

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Following Directions LEVEL II NO. 3.6

ACTIVITY: Repeating and Following Oral Directions.

LEARNING
OBJECTIVE: The child is able to follow a two or three step direction.

MATERIALS	PROCEDURES	EVALUATION
Poem	Tell the children to listen carefully and do what the poem says, repeating as indicated. This is my right hand, I'll raise it up high. This is my left hand, I'll touch the sky. Left hand, right hand - pound, pound, pound Right hand, left hand - twirl them around. Face right, face left - turn round and round Face left, face right - jump up and down Right hand, left hand - clap, clap, clap Left foot, right foot - tap, tap, tap This is my right foot - tap, tap, tap This is my left foot, - pat, pat, pat. Right foot, left foot - run, run, run Left foot, right - sit down, you're done.	Teacher observation

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Communication LEVEL II NO. 4.1

ACTIVITY: Telephone Time

LEARNING OBJECTIVE: Child willbe able to communicate.

MATERIALS	PROCEDURES	EVALUATION
2 play telephones	Students in pairs have an opportunity to converse on the telephone. Teacher may offer suggestions for topics if needed. Examples: Birthday Party Baseball game When you went to Grandma's When you went to the dentist	

VARIATION/ EXTENSION: It may be possible to include a 3rd partner to listen and retell the telephone conversation to the group.

COMMENTS:

SKILL: Communication 503 LEVEL II NO. 4.2

ACTIVITY: Expression of Feelings

LEARNING OBJECTIVE: The child will be able to express orally the way he or she feels in a given situation.

MATERIALS	PROCEDURES	EVALUATION
puppets	Teacher will provide a given situation the child/children will act out their feelings with puppets. Example: 1. A friend takes your toy. 2. You spilled milk all over the rug. 3. A friend told you that you looked very pretty. 4. The teacher told you that your math paper was very neat. 5. You were told you could not play because you didn't finish your work.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL II NO. 4.3

ACTIVITY: Emotions/Feelings

LEARNING OBJECTIVE: The child will increase his vocabulary of feeling words and engage in a group discussion about feelings.

MATERIALS	PROCEDURES	EVALUATION
Books on emotions/ feelings recorded stories films Vocabulary of Feeling Words afraid proud A anxious troubled grateful pleased hopeful happy sad angry selfish naughty peaceful poor amazed good	Students read, listen, or watch stories and films about feelings and emotions. Have students listen for words that tell how people feel. Talk about meanings of words expressing situations that they know and already use - happy, angry, afraid, good. Share your own meaning for words of emotion.	Teacher Observation Students respond and participate in conversation.

VARIATION/ EXTENSION:
1. Can act out feeling words
2. Feelings expressed in music

COMMENTS:

SKILL: Communication LEVEL II NO. 4.4

ACTIVITY: Super Powers

LEARNING OBJECTIVE: The child will be able to express orally the way they feel in a given situation.

MATERIALS	PROCEDURES	EVALUATION
None	Tell the children that a fairy Godmother or Genie has visited them and she has granted them Super Powers. 1. How could they make the U.S. a better place to live? 2. How could they make the school a better place to learn? 3. How could they change their house? 4. What 3 other things would they want to do?	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL II NO. 5.1

ACTIVITY: Workers/Helpers

LEARNING OBJECTIVE: The student will answer in complete sentences using vocabulary of different workers.

MATERIALS	PROCEDURES	EVALUATION
Picture of different workers. EX: dentist secretary teacher clerk etc.	Show picture care and ask students to say missing word to answer statement. Here is a man who cuts hair, he is called a_____________. Then answer question: What is the barber doing? He is cutting hair.	Students respond in complete sentences.

VARIATION/ EXTENSION: Each student may choose one worker and think of a short story. If teacher has time, she/he may write down story or have students listen to each other.

COMMENTS:

SKILL: Syntax **LEVEL** II **NO.** 5.2

ACTIVITY: Sentence Building

LEARNING OBJECTIVE: The student will answer in complete sentences using these are and food names.

MATERIALS	PROCEDURES	EVALUATION
Food cards from Peabody Kit or other food picture cards.	Show all cards and have students name them. Students choose 2 cards each. Students take turns in holding up their cards for the others to see. The student who is holding up the cards names them in a sentence pattern. EX: These foods are beans and crackers.	Students speak in complete sentences when naming foods, objects or animals.

VARIATION/ EXTENSION: 1. May talk about Basic Four 2. May use animal pictures or classroom objects. 3. May classify picture cards.

COMMENTS:

SKILL: Syntax LEVEL II NO. 5.3

ACTIVITY: Speaking in Complete Sentences

LEARNING OBJECTIVE: The child is able to speak in complete sentences with correct syntactical form.

MATERIALS	PROCEDURES	EVALUATION
list of words peanut butter hair milk saddle rope water book ice wig telephone leaf coffee pliers newspaper ham thermometer etc.	1. Divide the group into two teams. teacher says, "I am going to say a word such as school." If anyone on either team can make a complete oral sentence using the word she/he must raise their hand. They will get the first chance at making up a sentence. 2. If the sentence made up is not correct or is incomplete the other team will have a chance to make a complete sentence 3. The person who makes the complete sentence gets a chip, star, etc. 4. The team who gets the most points, stars, chips, wins that round of the game.	Children respond in complete sentences.

VARIATION/ EXTENSION: You could use as a list of words, your spelling words, reading vocabulary words.

COMMENTS:

SKILL: Syntax **LEVEL II** **NO. 5.4**

ACTIVITY: Verbalizing

LEARNING OBJECTIVE: Child will be able to speak in complete sentences with correct syntactical form.

MATERIALS	PROCEDURES	EVALUATION
One of each of the following objects for each child: red ball blue block yellow chalk small greenball	small Group or Large group 1. Hold up an object and make a statement about it: This ball is red. 2. Ask the class to repeat the sentences as they hold up their matching objects. Teacher: Is this ball red? Children: Yes, this ball is red. Teacher: Is this ball blue? Children: No this ball is not blue. (repeat with all objects)	Teacher Observation The children will respond with complete sentences, and modeling the correct item.

VARIATION/ EXTENSION: Teachers can make the activity more difficult by using more complex questions.

COMMENTS:

SKILL: Syntax LEVEL II NO. 5.5

ACTIVITY: Speaking in Complete Sentences

LEARNING OBJECTIVE: The child will put the words into proper sentence sturcture.

MATERIALS	PROCEDURES	EVALUATION
5 sentences in nonsense order. 1. fell Jack down 2. run I can fast 3. read story the John 4. fish bear the ate the. 5. play out went Bret to.	The teacher will orally give a sentence in a nonsense way. The student will rearrange the words to make sense.	Teacher Observation The child will respond in complete sentences.

VARIATION/ EXTENSION:

COMMENTS: Sentences from reading books could be used.

SKILL: Syntax **LEVEL** II **NO.** 5.6

ACTIVITY: Body Parts Guessing Game

LEARNING OBJECTIVE: The child is able to speak in complete sentences.

MATERIALS	PROCEDURES	EVALUATION
None	Let's play a game about parts of our body and what they do. Listen closely, I will say something like, "We see with them, what are they?" If you know the answer raise your hand, be prepared to tell the name of the body part in a complete sentence. Teacher gives clues as to the body parts they are thinking of. example; It bends so we can write. - wrist It bends so we can walk. - ankle They bend so we can pick something up - fingers	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.1

ACTIVITY: Guess What I See?

LEARNING OBJECTIVE: Child will be able to use proper adjectives in telling about things.

MATERIALS

PROCEDURES

Use the tune from, "I'm a little teapot", for the first two lines.

Children take turns holding the mirror and tell others what they want sung.

verse 1:

Looking in a mirror, guess what I see?
A ______, ______ face that belongs to me!

round
square
oval

brown
white
pink

Looking in a mirror, guess what I see?
______, ______ eyes that belong to me!

big
light
bright
dark'

blue
brown
green
black

Looking in a mirror guess what I see?
______, ______ hair that belongs to me!

curly
long
short
straight

blonde
black
red
brown

EVALUATION

Teacher Observation

Children respond with the proper adjectives to describe themselves.

VARIATION/ EXTENSION:

COMMENTS: Be Be sensitive to children's needs to choose the descriptive words they like best to be sung for self-concept.

SKILL: Description **LEVEL** II **NO.** 6.2

ACTIVITY: Animal Description

LEARNING OBJECTIVE: The child will use adjectives to describe familiar animals.

MATERIALS	PROCEDURES	EVALUATION
animal picture cards: penguin horse beaver octopus porcupine snail snake grasshopper wasp deer	Pass out a picture card to a child. One at a time the child looks at it and tries to tell five things about it. (ex: a cow is (1) an animal (2) it eats hay (3) it gives milk (4) a cow is beef (5) has four feet)	Optional: The person who has the most points wins.

VARIATION/ EXTENSION: For each thing the child says he receives a chip or point.

COMMENTS: Can be used with small groups or whole groups

SKILL: Description LEVEL II NO. 6.3

ACTIVITY: Defining Characteristics

LEARNING OBJECTIVE: The child will use adjectives to complete the story.

MATERIALS	PROCEDURES	EVALUATION
none	Teacher will begin a story, The students will supply an ending to the story using as many adjectives as possible. EX: When I think of a haunted house I think of................	Teacher observation The child will extend his vocabulary using adjectives.

VARIATION/ EXTENSION: Use other seasonal beginnings for students to complete.

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.4

ACTIVITY: Defining Characteristics of Things

LEARNING OBJECTIVE: The child will be able to use proper adjectives in telling about the object

MATERIALS	PROCEDURES	EVALUATION
Box with 5 or 6 objects	The teacher will place in a box 5 or 6 objects. Tell the student to close his eyes and then place an object in his hand. Ask the student to discuss what he feels - before he opens his eyes and after. Ask questions such as: 1. Is you object warm or cold? 2. Is it smooth or rough? 3. Is it hard or soft? 4. What is it's shape? Have student answer in complete sentences using the appropriate adjectives.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.5

ACTIVITY: Hunters and Fishermen

LEARNING OBJECTIVE: Child will use proper adjectives in telling about the things and places.

MATERIALS	PROCEDURES	EVALUATION
None	Divide children in 2 groups; Hunters and Fishermen. Teacher says they are to think of all the things they would need to take, where they would go, and what they would see if they went hunting or fishing. Let the first child on one team name one thing he would need to go hunting, then the first child on the other team to name one thing he would need to take to go fishing. Continue with alternate side, until they are not able to give any further ideas.	Points may be given and counted. Teacher may need to provide examples on how to decide the things they're taking.

VARIATION/ EXTENSION: To extend, ask questions about where they go, and what they would see.

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.6

ACTIVITY: Can you Find My Child?

LEARNING OBJECTIVE: The child will be able to use the proper adjective in telling about a person, place, or thing.

MATERIALS	PROCEDURES	EVALUATION
None	Teacher models the part of an upset parent looking for a lost child. Parent describes a child in the class (appearance, clothing, hair, etc.) to a student chosen as a police officer. The student listens and then finds child who has been described. If correct, the police becomes the mother/father and child described becomes police officer. If not correct, the child described becomes the police officer and the "parent" gets another turn. Parent: Police officer, can you find my officer?" Officer: "Tell me what you child looks like Parent: "He/She has ____hair,___eyes, is wearing_______pants/dress,_____sweater, ______shoes," etc. Officer: (pointing to a child in class) "Is this your child?" Parent: Yes, Thank you.	If the child is found the the description must be correct.

VARIATION/ EXTENSION:

COMMENTS:

Discussion of children's experiences of being lost.
Discussion of physical characteristics and clothing as identifying.

SKILL: Description **LEVEL** II **NO.** 6.7

ACTIVITY: I've Got A Secret

LEARNING OBJECTIVE: The child will use proper adjectives in telling about a person, place, or thing.

MATERIALS	PROCEDURES	EVALUATION
Pictures of animals, furniture, vehicles, food, play equipment	Distribute cards to students. Students take turns and gives clues about the object in picture. Example: Physical description groups it belongs to (animal, vehicle) how it is used Where found Example: This animal has a long neck. What is it? Child who guesses correctly gets the picture. Encourage the children to answer in complete sentences.	Teacher Observation Student uses adjectives and others guess according to clues.

VARIATION/ EXTENSION: Describe object or animal sounds.

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.8

ACTIVITY: Describing a Rainy Day

LEARNING OBJECTIVE: The child will use several adjectives in telling about a rainy day

MATERIALS	PROCEDURES	EVALUATION
Rainy Day word list: slick drip shiny s shiny shower gloomy storm boots wet drop pitter-patter splash rainbow umbrella clouds	Teacher says: Lets think about rainy days. close your eyes and imagine what a rainy day looks like. What looks different on the streets or in the woods, when its raining. Let the children describe what a rainy day looks like. Encourage them to describe the trees, sky, roads, walks, ground, grass, people, buildings. Then ask them how a rainy day might feel. After several children have contributed their thoughts about rainy days, ask all the children to name the words used to describe rainy days, and make a list on the board.	Each child should contribute to the list words that descrite a rainy day.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** II **NO.** 6.9

ACTIVITY: Description Threesome

LEARNING OBJECTIVE: The child will use proper adjectives in telling about a person, place or thing.

MATERIALS	PROCEDURES	EVALUATION
Word lists of nouns and adjectives.	Ask three children to come to the front of the room. Give one child a noun and the other two children adjectives. Ask the first child to make a sentence using his word. Tell the second child to repeat the sentence made by the first and add the word which you gave him. Tell the third child to repeat the second child's sentence and add the word you gave him. Example: 1st child - I have an apple. 2nd child - I have a red apple. 3rd child - I have a big red apple.	This would be made more difficult by telling the children they may not begin a sentence with "I"..

VARIATION/ EXTENSION:

COMMENTS: Children who have difficulty should begin the game with nouns.

SKILL: Description **LEVEL** II **NO.** 6.10

ACTIVITY: Walk Into A Picture

LEARNING OBJECTIVE: Child will be able to use as many adjectives as possible when describing a painting or photograph.

MATERIALS	PROCEDURES	EVALUATION
Select various paintings or photographs of scenes. Some can be found in Peabody Kit, magazines.	Invite children to take an imaginary walk with you into the scene. As you "walk", discuss what you can hear, smell, observe, imagine. Talk about the temperature and time of day; anticipate meeting other people; "walk" behind what is visible - over the hill, around the house, behind the tree. Play games of naming everything in a painting of one color, thing that are rectangular, things that are round, things that are soft or hard, things that are moving. (select topics appropriate to the painting)	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension	**LEVEL** II	**NO.** 7.1

ACTIVITY: Reading Stories

LEARNING OBJECTIVE: The child will demonstrate his understanding of a story and its plot by orally answering open ended questions.

MATERIALS	PROCEDURES	EVALUATION
Storybook available in classroom or library.	(small or large group) Teacher reads story to students and asks open ended questions to check child's comprehension.. example: Why do you think this happened? What could have been done to prevent it? How do you think he feels? Why?	Teacher Observation Student is able to answer open ended questions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension **LEVEL** II **NO.** 7.2

ACTIVITY: Sequencing/Predicting

LEARNING OBJECTIVE: Child will be able to sequence a story and predict the ending of story.

MATERIALS	PROCEDURES	EVALUATION
Sequencing Picture Cards Classroom supplies or pictures cut out from old workbooks.	Leave out last picture of each sequence. Student sequences in proper order. Student predicts what might happen at the end and he/she may draw own picture.	Teacher Observation The child will be able to sequence a picture story.

VARIATION/ EXTENSION: 1. Increase # of pictures given and also # of pictures left out so that students prediction gets more complex.

COMMENTS:

SKILL: Comprehension LEVEL II NO. 7.3

ACTIVITY: Sequence of a Story

LEARNING OBJECTIVE: The child will be able to sequence a story.

MATERIALS	PROCEDURES	EVALUATION
Book from which teacher selects a simple story to read to the group or individual child.	Teacher reads a story and then the child will retell the story giving its beginning, middle and ending parts of the story.	Teacher Observation The child will retell the story in correct sequence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension **LEVEL** II **NO.** 7.4

ACTIVITY: Predict

LEARNING OBJECTIVE: The child will be able to predict an outcome of a given story.

MATERIALS	PROCEDURES	EVALUATION
Story starters	Read the story orally and have the child give an ending to the story. example: David and Jerry were playing marbles in Jerry's room. David wanted to trade a big blue marble for one of Jerry's yellow ones. Jerry said he would trade only if.......	The child will be able to provide an ending to the story.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension **LEVEL** II **NO.** 7.5

ACTIVITY: Sequencing

LEARNING OBJECTIVE: Child will be able to sequence a picture.

MATERIALS	PROCEDURES	EVALUATION
picture books such as Self-Told tales without words.	Student selects a picture book. He studies and looks at pictures carefully. Student tells a story about the picture book - beginning, middle and end. Teacher may want to give a few samples beforehand.	Teacher Observation The child will be able to tell a story from a picture.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization **LEVEL** II **NO.** 8.1

ACTIVITY: Loud - Soft

LEARNING OBJECTIVE: The Child will be able to verbally communicate the differences and likenesses of loud and soft sounds.

MATERIALS	PROCEDURES	EVALUATION
1 of the following: drum, wood blocks, party horn.	1. Say something to the children in a soft voice and ask if you were speaking in a loud or soft voice. 2. Say something loudly and ask how you were talking. 3. Ask them to say something softly/loudly. 4. Discuss when we need to use loud voices and when we need to use soft voices. 5. Use wood blocks or drum or party horn to demonstrate loud and soft. Let children practice making loud and soft sounds with instruments.	The child will be able to discriminate between loud and soft.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization **LEVEL** II **NO.** 82

ACTIVITY: Descriptive likenesses and differences

LEARNING OBJECTIVE: The student will tell the likenesses and differences between two concrete things.

MATERIALS	PROCEDURES	EVALUATION
Words or pictures	List two objects on the board and have the students orally give first how the two are alike and second how the two are different. The teacher will write the responses under the objects. 1. Salt sugar 2. Chair - table 3. Jack Jane (have two children) Grouping - Entire class or small groups.	T.O. The child will be able to differenciate between likeness and differences.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization **LEVEL** II **NO.** 8.3

ACTIVITY: Different rooms/ Places

LEARNING OBJECTIVE: The student will tell the likenesses and differences between two rooms or places.

MATERIALS	PROCEDURES	EVALUATION
Picture cards of objects found in kitchen, bathroom, living room, school, office, park.	Show all picture cards of 2 or 3 different rooms or places. Then in small groups students discuss why certain pictures go together. Later teacher brings total group together and discusses how kitchen, bathroom, and living room are the same and how they are different.	T.O. The child will be able to tell the likenesses and differences of a room.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization **LEVEL** II **NO.** 8.4

ACTIVITY: Body parts and Left and Right

LEARNING OBJECTIVE: The child will be able to verbally communicate the concept of left and right through body tracing.

MATERIALS	PROCEDURES	EVALUATION
Large roll of butcher paper Black crayon Tempera paints Scissors	1. Conduct a small group discussion about body parts. 2. Say, "What side of your body is the right side. Repeat question using, left side, right arm, right leg, left arm, left leg. 3. Discuss the concept of left and right as we turn around or face each other. 4. After some discussion, show children the paper, crayon, and paint. 5. Explain that they will lie on the paper and Teacher will trace around them. Then they will cut out the shapes and paint them; after that they can put on a face and draw the clothes. Be sure to have a discussion of body part, left and right. 6. Ask children to manipulate their body drawing as they would a paper doll-where is the left and right side? 7. The figures can be hung on the walls with name cards under them.	The child will be able to differenciate between the right and left side of the body.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Conceptualization	**LEVEL** II	**NO.** 85

ACTIVITY: Opposites

LEARNING OBJECTIVE: The child will be able to understand the concept of opposites and when given a word be able to supply a word that is opposite.

MATERIALS	PROCEDURES	EVALUATION
Word list of opposites.	Teacher will demonstrate and discuss the concept of opposites such as up-down, short-tall, in-out. Once students have grasped concept the teacher can use a word list of opposites and orally state an opposite and let the students supply a word that is opposite. You may use one of these: soft - hard cold - hot day - night big - small clean - dirty rough - smooth dusty - paved tall - low wide - narrow plain - decorated plain - lined slick - bumpy wet - dry fine - course tall - small twisted - straight old - young blooming - bare	Use simple concepts at first as students become more skilled use the harder concepts. The child will be able to name opposites

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Dramatization LEVEL II NO. 9.1

ACTIVITY: Rhyme/Poems

LEARNING OBJECTIVE: The student will be able to portray through his voice and/or body the emotion suggested by the rhyme or poem.

MATERIALS	PROCEDURES	EVALUATION
Simple rhyme or poem familiar to everyone such as "Mary had a Little Lamb" or "Three Blind Mice."	Let's say this rhyme/poem together and see how happy we can make it sound. Encourage and give positive reinforcement so that students may get used to acting out. If students are hesitant to act out, have them use puppets and encourage them to project their voices.	T.O. The child will use his voice or emotions to act out a rhyme or poem.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Dramatization LEVEL II NO. 9.2

ACTIVITY: Let's Pretend

LEARNING OBJECTIVE: Student will be able to pretend he's another person.

MATERIALS	PROCEDURES	EVALUATION
May use the following words: Policeman Fireman Doctor Nurse Pilot, etc.	Let's pretend that you are a policeman. As you are leaving your house ready to go on duty, you hear the screeching of brakes and a loud crash. You run to the corner and find that two cars have crashed. No one is hurt, but both cars are damaged and the drivers are very angry with each other. There are several people standing around. Some have seen the accident happen and others have just arrived. It is your job as a policeman to find out from the drivers and the people who are there how the accident happened. Volunteers act out parts of, drivers, policeman, witnesses.	T.O. The child will portray a part.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Dramatization **LEVEL** II **NO.** 9.3

ACTIVITY: Favorite Stories

LEARNING OBJECTIVE: The child will be able to act out a part in a story.

MATERIALS	PROCEDURES	EVALUATION
Favorite stories- Three Bears Three Billy Goats Gruff Henny Penny Puss in Boots Etc.	Teacher orally reads a favorite story to the class or small group. Talk about the story characters, the beginning, middle and end of the story and the story plot. Have the students assume the role of the characters in the story and create their own dialog	The child will portray a part. -

VARIATION/ EXTENSION:

COMMENTS: Simple props could be used.

SKILL: Dramatization LEVEL II NO. 9.4

ACTIVITY: Fantasy Role Play

LEARNING OBJECTIVE: The child will be able to act out a part in a play.

MATERIALS	PROCEDURES	EVALUATION
None	The child will be given a role and be able to act it out. 1. Witches getting ready for Halloween. 2. Easter Bunny hiding eggs. 3. Santa Claus preparing his sleigh and delivering presents. 4. Queen ordering a feast. 5. Clown putting on makeup and costume. 6. Bride getting ready for her wedding. 7. Several children acting as the 7 dwarfs or Santa's Elves.	T.O. The child will portray a part.

VARIATION/ EXTENSION:

COMMENTS: Individual or small groups. An added attraction for this would be costumes.

SKILL: Dramatization LEVEL II NO. 95

ACTIVITY: Role Play Situations

LEARNING OBJECTIVE: The child is able to role play a story.

MATERIALS	PROCEDURES	EVALUATION
None	The teacher will give the child a situation and help make up the dialogue for it. 1. You are walking down the street and you meet a monster. What do you say to each other? 2. Child losing his mother in a store and their efforts to find her. 3. Two friends talking on the telephone about a camping trip. 4. Two ladies planning a party. 5. Spacemen landing on Mars, meeting little green Martians, and talking to them. 6. Planning a trip to the beach, Disneyland.	T.O. The child will be able to portray a part.

VARIATION/ EXTENSION:

COMMENTS: Whole group.

SKILL: Dramatization LEVEL II NO. 9.6

ACTIVITY: Role Playing

LEARNING OBJECTIVE: The student will be able to act out his/her feelings.

MATERIALS	PROCEDURES	EVALUATION
None	Have the students tell how they would act and what they might say to demonstrate these feelings: fear anger pride happiness sadness embarrassment	T.O. The child will be able to portray a part.

VARIATION/ EXTENSION:

COMMENTS:
Small groups

SKILL: Dramatization LEVEL II NO. 9.7

ACTIVITY: Role Play

LEARNING
OBJECTIVE: The child is able to role play a song

MATERIALS	PROCEDURES	EVALUATION
Song(s) Book- Farmer in the Dell Hickory, Dickory Dock Old MacDonald Had a Farm Round the Mullberry Bush Three Little Kittens She'll be Coming Round the Mountain London Bridge Three Blind Mice I'm a Little Tea Pot Itsy Bitsy Spider	Teacher will teach the children a song and after learning it the children will volunteer to act out the song in a role play while the rest of the group sings the song.	T.O. The child will be able to portray a part.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Storytelling/Narration LEVEL II NO. 10.1

ACTIVITY: Composing a story

LEARNING OBJECTIVE: The student will be able to compose his/her own story using picture books.

MATERIALS	PROCEDURES	EVALUATION
Picture books you may have in classroom or school library.	Choose several picture books and choose one to show students what you want them to do. Then pass out picture books so that students choose one each. Students may talk to each other and help each other with their stories but emphasize that each must come up with their very own story. Stress the importance of studying and carefully looking at the pictures. First students may tell their stories to each other but explain that all of them must tell you a story of their own. (Keep check off list of students' names.)	T.O. Student tells own story.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Story - Telling/Narration LEVEL II NO. 10.2

ACTIVITY: Story - telling with flannel board cut-outs.

LEARNING OBJECTIVE: The child will be able to tell an original story with a beginning middle and end.

MATERIALS	PROCEDURES	EVALUATION
A variety of flannel board cut-outs. These can be made by teacher and/or students or commercially bought.	Teacher should demonstrate the use of flannel board cut-outs in story-telling by telling stories to the class (either small group or entire class) then the students should be invited to tell a story. At first they may retell the teachers stories, then they should be encouraged to make up their own stories to share with their friends in sequential order.	T.O. Student tells own story.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Story-telling LEVEL II NO. 10.3

ACTIVITY: Composing original stories.

LEARNING OBJECTIVE: Student will be able to orally make up a short story.

MATERIALS	PROCEDURES	EVALUATION
Magazine pictures, Card pictures.	Fill a bag with small pictures that make good story starters. Students take turns choosing pictures and telling stories they make up about them. After they feel comfortable with this, then have the students draw their own pictures and have them tell stories about them.	T.O. Child will tell his own story.

VARIATION/ EXTENSION:

COMMENTS: Grouping - small groups

SKILL: Story-telling LEVEL II NO. 104

ACTIVITY: Composing a Story

LEARNING OBJECTIVE: The child will be able to compose an original story with a beginning, middle and end.

MATERIALS	PROCEDURES	EVALUATION
Story Beginnings: 1. The big purple monster was coming after me. 2. The door shut behind me and I was locked in. 3. The spaceship landed right on top of my house. 4. When I looked in the mirror, my face turned green. 5. I fell into a deep dark hole. 6. The big cloud came down out of the sky and picked me up.	The teacher will give a topic- My cat/bird/dog/other pet or toy, grew ten feet tall. The child will compose his own story and tell it.	T.O. Child will tell his own story.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Story-telling/Narration LEVEL II NO. 10.5

ACTIVITY: Imagination Stories

LEARNING OBJECTIVE: The child will be able to collectively make-up a complete story.

MATERIALS	PROCEDURES	EVALUATION
Paper, pencil or chalkboard, chalk	Teacher and students collaborate in making up stories. In preparation for a story tell the children the names of at least two imaginary xharacters. Ask them to help you decide what kind of characters they could be. Do the characters have any friends or enemies who should be in the story? Think together about a setting where the story could take place. Talk about the time of the story. Is it long ago, now or in the future? Record information gathered from the children and together begin to develop a sequence of events.	T.O. The child will tell his own story.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Story-telling LEVEL II NO. 10.6

ACTIVITY: Composing a story.

LEARNING OBJECTIVE: The students will be able to tell his/her story given a short sentence starter.

MATERIALS	PROCEDURES	EVALUATION
None	Read short sentence starters and call on students to orally make up a short story to complete the sentence. Ex: 1. When the rain started . . . 2. As the clown walked toward me . . .	T.O. Child will be able to tell his own story.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Story-telling LEVEL II NO. 18.7

ACTIVITY: Super Sounds Game

LEARNING OBJECTIVE: The child will be able to compose an original story orally with a beginning, middle and end.

MATERIALS	PROCEDURES	EVALUATION
Language master and cards	Put different sounds or series of sounds on language master cards. Sounds of water dripping, running feet, thunder claps, etc. Have students build stories around the sounds. Record the story on a tape recorder or dictate it to an aide/parent volunteer.	Listen to recording or read the story to see if it has a begining, middle and end.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Story-telling/ Narration LEVEL II NO. 10.8

ACTIVITY: Grab Bag Glibs

LEARNING OBJECTIVE: The child will be able to compose an original story orally with a beginning, middle and end.

MATERIALS	PROCEDURES	EVALUATION
Shopping bag and a variety of objects.	Place a variety of objects in a shopping bag. Pass the bag around to five children and have them each pick out an object. Their task is to make up a story, using the five chosen objects. Children will need help the first time, but they will learn to tell a story with some sequence and a beginning, middle and ending. Encourage humor.	T.O.

VARIATION/ EXTENSION: Place 2-5 objects in each of several bags and pass these out to different groups. Each group will work out a story, utilizing all objects, and present it to the class.

COMMENTS:

SKILL: Extension LEVEL II NO. 11.1

ACTIVITY: New Words

LEARNING OBJECTIVE: The students will be able to use new words in daily conversations.

MATERIALS	PROCEDURES	EVALUATION
Rings, string, yarn to hold vocabulary cards together; 1 for each student. **Vocabulary List** chalk calendar desk chair	May begin with a vocabulary list of classroom objects. Each day the teacher gives each student a new word; If student uses it during the day in a complete sentence and is also able to read it the student keeps it in his/her ring. Depending on the student, the teacher may want to allow more than 1 day for review and more time to learn new word. Remember to review all new words in ring and encourage students to use them when telling stories, sharing, playing, talking to their friends.	T.O. The child will increase his vocabulary.

VARIATION/ EXTENSION: Extend by using reading vocabulary, social studies, science, art, health, etc.

COMMENTS:

SKILL: Extension LEVEL II NO. 11.2

ACTIVITY: Contractions

LEARNING OBJECTIVE: The student will orally give the words that the contraction stands for.

MATERIALS	PROCEDURES	EVALUATION
None	Write the list of contractions on the board Have the students orally give the words that the contraction stands for. can't don't isn't doesn't wasn't weren't aren't haven't I'm she's couldn't they're He's it's Have the students use the contractions in a complete sentence.	T.O. The child will understand contractions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL II NO. 11.3

ACTIVITY: Riddles of New Vocabulary

LEARNING OBJECTIVE: The child will learn new words to use in his vocabulary.

MATERIALS	PROCEDURES	EVALUATION
List of words (ai, ay) . Prepared a day before you do the riddles. You may use your reading books for new vocabulary words.	Prepare a list of words which contain the sounds you wish to stress. Write sentences on the board. As children guess each riddle, write the answer on the board and underline the stressed part. 1. It falls from a cloud. (rain) 2. You can carry water in this. (pail) 3. You put prisoners in this. (jail) 4. It means you are happy. (gay) 5. Boats do this. (float) 6. A dog wags this when he is happy. (tail) 7. Cows eat this. (hay)	T.O. The child will increase his vocabulary.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Extension LEVEL II NO. 114

ACTIVITY: New Words

LEARNING OBJECTIVE: The child will learn new words to use in his vocabulary

MATERIALS	PROCEDURES	EVALUATION
None	Write four riddles on the board, omitting the words which tell the answers. (Leave spaces above the riddles on which the children may illustrate their answers.) The children will read the riddles and complete the missing part. I am orange I have a face I make good pie I am a ________ I ride in the sky on a broomstick I have a tall hat I am a ____________ I am black I have four feet I say "Mew" I am a _______ I am white I say "boo!" I scare people I am a ____________	T.O. The child will increase his vocabulary.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL II NO. 11.5

ACTIVITY: Wonder Words

LEARNING OBJECTIVE: The child will be able to learn new words to use in his vocabulary.

MATERIALS	PROCEDURES	EVALUATION
Word charts	Place "Wonder Words" charts about the room with different headings e.g., Sad Words, Happy Words, Car Words, Soft Words, Jungle Words, etc. 1. Brainstorm several words for each chart. 2. Explain that students can add to the charts whenever they discover a word that will fit in one of the categories. 3. Charts can be made into a Big Book to be used as a resource for creative writing.	T.O. The child will increase his vocabulary.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL II NO. 11.6

ACTIVITY: Word Families

LEARNING OBJECTIVE: The child will learn new words to use in his vocabulary

MATERIALS	PROCEDURES	EVALUATION
List with word families written on. ack ick back sick lack lick hack brick tack stick slack trick ight ing light string slight sing bright fling night bring tight fright	The class forms a circle and then sits on the floor. One person will be "it". He will choose a word family (ight). "It" walks around the inside of the circle and taps each of the children softly on the shoulder. The child will say the sounds as he taps each child. Suddenly "it" will stop by one of the children, name one of the two sounds and begin to count to 10. The other child must name a word containing that sound before "it" can count to 10. If he can do this he may be the new "it" and choose a new pair of sounds and start. It will be easier for children to start thinking of two words when "it" starts saying the sounds.	T.O. The child will increase his vocabulary.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL II NO. 12.1

ACTIVITY: Time Words

LEARNING OBJECTIVE: The student will be able to relate to events and places by using vocabulary relative to time.

MATERIALS	PROCEDURES	EVALUATION
None	The teachers will list measurements of time on the board. In small group discussions, the students will tell about an object, place or thing using the word list. **Word List** morning afternoon evening night day soon week tomorrow yesterday early late a long time minute second new old future hour	T.O. The child will contribute detail to events and places.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL II NO. 12.2

ACTIVITY: Describing the Outdoors

LEARNING OBJECTIVE: The student will be able to describe in detail familiar natural settings

MATERIALS	PROCEDURES	EVALUATION
None	Take several walking field trips to familiarize students and explain to them how and what to observe. Observe the relationships between different living things. Stimulate oral discussion when observing the woods, a pond, animals at play, birds feeding, etc. Talk about the contrasts in color, shape, texture, and movement. Do light things show up better against light things or against dark ones? Does something that is rough seem rougher against something smooth or against something else that is rough? Does every tree or shrub stand alone or do they overlap when you look at them? Is there a space between the sky and the earth or does the earth meet the sky when you look at the two?	After experiencing different field trips the student will describe in detail different natural settings.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** II **NO.** 12.3

ACTIVITY: Show and Tell

LEARNING OBJECTIVE: The student will be able to demonstrate and describe in detail a familiar event.

MATERIALS	PROCEDURES	EVALUATION
None	May choose bicycle safety, using playground equipment safety, how to use the bathroom, how to comb hair, wash face, brush teeth, an art project, etc. Teacher may do some to show students how to. Ask students to use words to describe size, shape, color, texture; what to do first, next and last. Include anything and everything to get the student describe in detail.	T.O. The child will be able to give detail.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** II **NO.** 12.4

ACTIVITY: Describing

LEARNING OBJECTIVE: The student will be able to describe in detail places, events.

MATERIALS	PROCEDURES	EVALUATION
Picture cards if available. **Word List:** Dentist Snake Socks Kite Dinosaur School Tree Car Radio Peabody Kit Picture Cards	Have children pretend to be animals going to a birthday party for their friend, Sammy Elephant. Let children tell what presents they would take to Sammy and tell why they chose each particular gift. Children might make clay models of imaginary animals to use as the subjects of talks. Have children give their animals names, tell what they eat, where they live, and what sounds they make. Have children tell what words come to their minds when you say: (see word list under materials). Show students a picture to stimulate conversation. Encourage them to tell what they think is happening in the picture. Encourage students to make oral presentations to other students by describing personal experiences, making announcements, giving directions, and/or sharing current events.	The child will be able to give detail.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** II **NO.** 12.5

ACTIVITY: Describing a Room

LEARNING OBJECTIVE: Child will be able to describe in detail, objects, places or events which are familiar.

MATERIALS	PROCEDURES	EVALUATION
None	Child will describe what their bedroom, family room, kitchen, looks like. Tell what objects are there. Who is there at night with them. If anything is in there- Color of room. Size, shape. What do they do in that room	T.O. The child will be able to give detail

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation **LEVEL** II **NO.** 13.1

ACTIVITY: Poems and Fables

LEARNING OBJECTIVE: The child will be able to describe the sequence in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
Poems or stories with morals such as the Rabbit and Turtle story in the Ginn Reading Book, Fables section in Dhildcraft books, etc.	Teacher reads poem, The Little Turtle, by Vachel Lindsay. Talk about the poem. What did the turtle do? Why? Why didn't the turtle catch me? **The Little Turtle** There was a little turtle. He lived in a box. He swam in a puddle. He climbed on the rocks. He snapped at a mosquito. He snapped at a flea. He snapped at a minnow. And he snapped at me. He caught the mosquito. He caught the flea. He caught the minnow. But he didn't catch me.	T.O. The child will be able to describe.

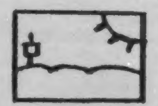
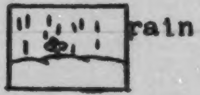
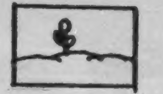
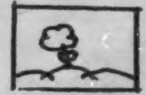
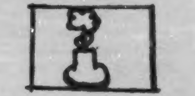
VARIATION/ EXTENSION: Read story or fable. Discuss the stories especially the cause and effect.

COMMENTS:

SKILL: Explanation	LEVEL II	NO. 3.2

ACTIVITY: Sequencing in terms of cause and effect

LEARNING OBJECTIVE: To improve sequencing skills

MATERIALS	PROCEDURES	EVALUATION
Sequential pictures	Draw or find a series of pictures that tell a story. Have the students put the pictures in order explaining as they sequence them. Ask them open ended questions. Example - Planting a seed Where do you plant the seed?  What is needed to make the seed start to grow?  How is this picture different from the first picture?  What do you do with the flower after it has grown?  	T.O.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation **LEVEL** II **NO.** 13.3

ACTIVITY: Gravity

LEARNING OBJECTIVE: Given an observable event or process, the child will describe the sequence in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
Objects: feather rock marble leaf an object that can be dropped	Teacher gives each child an object and has him drop it. Where does it go? It falls to the floor. Have the child repeat this several times. Each time the child drops the object ask a question such as "Will it fall to the ground this time?" "Will it fall up?" "Will it fall to the side?" "What will happen the next time you drop it?" "What do you think will happen every time you drop it?" The object fall to the floor every time. You can predict that the next time you drop the object, it will fall to the floor. There is a force which pulls everything downward to the center of the earth. This force is called gravity. Have the child retell in order the process that has just been completed.	Focus consciously recognizing that objects will fall to the ground every time and that this is predictable.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL II NO. 134

ACTIVITY: Seasons

LEARNING OBJECTIVE: The student will orally describe in detail the cause and effect of seasonal changes.

MATERIALS	PROCEDURES	EVALUATION
Seasonal pictures	The teacher will orally discuss the seasons, Fall, Winter, Spring, Summer. Have the students tell in detail the kind of clothing they would wear in each season. The student would also explain why he would choose to wear that article of clothing. What outdoor activities would you do in each season? Why would you choose this activity?	T.O.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL II NO. 135

ACTIVITY: Opposites

LEARNING OBJECTIVE: The student will be able to describe the process of light and dark in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
None	Review with student the concept of opposites. Pull shades down and turn off all the lights and ask students to pretend it is completely dark (make classroom as dark as possible). Discuss why the room became dark, how it was made dark, and describe the sequence of how it became dark. Now ask volunteers to explain how the room can becom "light" again. The other students describe how it (room) becomes light.	T.O.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL II NO. 13.6

ACTIVITY: Story and Its Consequences

LEARNING OBJECTIVE: Child will describe the consequences of a given story.

MATERIALS	PROCEDURES	EVALUATION
None	Teacher reads story to students, then asks questions. **Story 1** Linda was picking some pretty flowers in the garden, She wanted to give the flowers to a sick old lady to make her happy. When Linda's mother saw her picking the flowers, she got mad and spanked Linda. **Questions:** 1. Was picking the flowers to give the sick old lady good or bad? 2. Why was it good or bad? 3. Why did her mother spank her? **Story 2** Michael was feeding kittens. He gave them nice warm mild. While he was feeding them, one of the kittens put up a paw and scratched him. It hurt very much, and he cried. **Questions:** 1. Why did the kitten scratch Michael? 2. Was feeding the kittens with warm milk good or bad? 3. Why was it good or bad?	T.O.

VARIATION/ EXTENSION:

COMMENTS:

LEVEL II REFERENCES & RESOURCES

1. A Calendar of Home/School Activities, JoAnne P. Brosnahan, Barbara W. Milne, Goodyear Publishing Company Inc. 1978

2. An Activities Hadbook for Teachers of Young Children, Doreen Croft, Robert Hess, Houghton Mifflin Co., 1975

3. Days of Wonder, Imogene Forte, Joy MacKenzie, Incentive Publications, Nashville, Tennessee, 1978

4. Discover Learning Disabilities, Virginia Hales, Marine Van Nostrand, Discovery Learning, 1977

5. Language Experiences in Early Childhood, R. Van Allen and C. Allen, Encyclopaedia Britanica Press, 1969, available at B.E.S.

6. Language- Skills and Use, Dale Jordan et al, Scott Foresman and Co., 1980

7. Oral Language Expansion,Kit, Rosemay Hallum and Edith H. Newhart, 1977 Educational Activities

8. Peabody Language Development Kits, Level P, I,II, American Guidance Services, 1968

9. Resources for Creative Teaching in Early Childhood Education, Bonnie Flemming Darlene S. Hamilton, Harcourt Brace Jovanovich, 1977

10. Santa Clara Plus Kit, available at Washington Migrant Education Center, Sunnyside.

11. Self-Told Tales, Silver Burdett, General Learning Corporation.

12. Spice, Mary Platts, Educational Service Inc., 1960

13. The Golden Songbook, Katherine T. Wessells, Golden Press, 1976, available at B.E.S.

LEVEL II

NAMES	1. AUDITORY DISCRIMINATION a.Rhyming words b.Beginning sounds c.Ending sounds d.Vowel sounds e.Blends	2. AUDITORY MEMORY a.Duplicate pattern of soun b.Retell simple stories c.Name alphabet letters in random order d.Associates letters & soun	3. FOLLOWING DIRECTIONS Follows a two or three step command.	4. COMMUNICATION a.Expresses personal feelings b.Participates in group discussions	5. SYNTAX Speaks in complete sentenc 6. DESCRIPTION Uses adjectives to describe objects or events	7. COMPREHENSION a.Can answers open-ended questions about story b.Can sequence a story c.Can predict story outcome	8. CONCEPTUALIZATION Can depict differences and likeness of concrete thing	9. DRAMATIZATION a.Role play story or song b.Act out a part of a play	10. STORYTELLING/NARRATION Can compose a story with beg., middle, end.	11. EXTENSION a. Learns new vocabulary b. Describes meaning of contractions	12. ELABORATION Can describe in detail,— familiar places or events	13. EXPLANATION Can describe sequence in terms of cause and effect

/ Skill introduced

X Skill mastered

LEVEL III - BEHAVIORAL OBJECTIVES OF GRADES 3 & 4

1. Auditory Discrimination

   The child will be able to identify statement and question sentences according to voice inflections.

2. Auditory Memory

   The child will be able to repeat or paraphrase words, songs, or stories of increasing complexity.

3. Syntax

   A. The child will use verbs correctly in oral compositions.
   B. The child will demonstrate the use of prefixes and suffixes in speech.
   C. The child will demonstrate the correct use of pronouns, and subject-verb agreement in speech.

4. Expansion

   The child will demonstrate the use of word categories, synonyms and antonyms in speech.

5. Comprehension

   A. The child will demonstrate understanding of increasingly complex stories by answering open-ended questions.
   B. The child will retell a story or event in proper sequence.

6. Extension

   A. The child will be able to communicate ideas using multiple subject-verb sentences and grouping.
   B. The child will be able to group sentences according to subject matter.

7. Description

   The child will recount observations and stories using adjectives and adverbs.

8. Communication

   A. The child is able to express personal feelings or ideas with peers.
   B. The child is able to express personal feelings or ideas in small or large group discussions.

9. Dramatization

   The child will be able to present a song or story character with expressive body and oral language.

10. Storytelling/Narration

    A. The child will share an idea, experience or events with a group of peers.
    B. The child will be able to compose an original stroy orally with a beginning, middle and end.

11. Elaboration

The child will be able to discuss ideas or topics using more detailed descriptions of objects or concepts.

12. Explanation

The child will be able to state the reasons or draw conclusions based on given facts.

BES OLTF - July 1981

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10.4 Story Endings
10.5 Wonder

11.0 ELABORATION
11.1 Robot
11.2 Emotional Responses
11.3 Views on News
11.4 Tell-a-Tale
11.5 Book Talks

12.0 EXPLANATION
12.1 Let's Talk It Over
12.2 Skim the Story
12.3 Telephone Listening
12.4 Tricky Words
12.5 Reasoning Time

SKILL: Auditory Discrimination **LEVEL** III **NO.** 1.1

ACTIVITY: Hear the Match

LEARNING OBJECTIVE: The child will be able to identify matching vowel sounds.

MATERIALS	PROCEDURES	EVALUATION
List of Words with short vowels pay - put snore - sneer read - said cop - hot mat - pat	Teacher says pairs of words. Students identify matching sounds.	If the child is having difficulty repeat the activity. Children may also give you words with similar sounds.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** III **NO.** 1.2

ACTIVITY: Syllable Practice

LEARNING OBJECTIVE: Children will hear syllable and tell number of syllables in each word.

MATERIALS	PROCEDURES	EVALUATION
List of words with two syllables: kitten sudden practice listen center	Teacher says the words, one at a time. Children name the syllable parts and number of syllables in the words.	Children will listen carefully to hear word parts.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** III **NO.** 1.3

ACTIVITY: Know the Word

LEARNING OBJECTIVE: Student will be able to hear and designate vowel.

MATERIALS	PROCEDURES	EVALUATION
List of words with one syllable: whirl run knife please	Teacher says the word and student identifies the vowel sounds in each word.	Children will become aware and easily distinguish vowel sounds.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** III **NO.** 1.4

ACTIVITY: Blends

LEARNING OBJECTIVE: Children will become familiar with blending sounds.

MATERIALS	PROCEDURES	EVALUATION
List of words with blends: chair Wheel show there	Group children in partners. Work with one sound per round. Ask children to take turns saying as many words which have the designated sound as they know. Repeat with all sounds.	Children will enunciate blend clearly.

VARIATION/ EXTENSION: 341

342

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** III **NO.** 1.5

ACTIVITY: Prefix Relay

LEARNING OBJECTIVE: Children will become familiar with the use of prefixes.

MATERIALS	PROCEDURES	EVALUATION
List of words with prefixes: mis/led un/inhabited dis/abled re/turn de/crease super/human	Teacher introduces prefixes, one at a time. Students try to name other words which have the given prefixes. Repeat with other prefix terms. Child may remain at head of line as long as he names words. When he misses then goes to the foot of the line.	Children need to enlarge vocabulary and determine meaning of prefixes.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory **LEVEL** III **NO.** 2.1

ACTIVITY: Choral Speaking

LEARNING OBJECTIVE: Children practice memory and receive enjoyment from group repeating it.

MATERIALS	PROCEDURES	EVALUATION
A poem suitable for choral speaking.	Teacher reads the poem stressing the need to listen to the pattern of sounds. Children repeat the poem in parts and whole.	Children take part in group activity.

VARIATION/ EXTENSION: 345

COMMENTS:

SKILL: Auditory Memory **LEVEL** III **NO.** 2.2

ACTIVITY: The Growing Story

LEARNING OBJECTIVE: Children practice remembering details heard from others.

MATERIALS	PROCEDURES	EVALUATION
none	Teacher begins an oral story composition with 2 or 3 sentences. Each child will repeat these sentences until the group completes the story.	Children's ability to remember a sequence of events is demonstrated.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory **LEVEL** III **NO.** 2.3

ACTIVITY: Know Our Friends

LEARNING OBJECTIVE: To familiarize students with each others' names and practice memory skills.

MATERIALS	PROCEDURES	EVALUATION
List of childrens' names.	Teacher might start this round with one or two names. Each child repeats the others' names plus his own.	Children with poor memory might be asked to start the game off first.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory **LEVEL** III **NO.** 2.4

ACTIVITY: Echo Game

LEARNING OBJECTIVE: Children will practice memory and recall.

MATERIALS	PROCEDURES	EVALUATION
	Teacher asks a child to give a phrase or sentence which can be repeated such as: The grass is green in Seattle. A child is chosen to stand as far away as possible from the speaker. He tries to "echo" or repeat what he has heard Encourage making the sentence more complicated as the skill in increased.	Children need to practice careful listening habits,

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory **LEVEL** III **NO.** 2.5

ACTIVITY: Tongue Twisters

LEARNING OBJECTIVE: Children will hear repeated sounds and practice ability to repeat.

MATERIALS	PROCEDURES	EVALUATION
List of tongue twisters: 1. Black bug's blood 2. She sells seashells at the seashore. 3. A big black bear 4. Rubber baby buggy bumper. 5. Peter Piper picked a peck of pickled peppers.	Teacher says a saying to the whole group. Children repeat several times for accuracy.	Start with short ones then increase complexity or speed for challenge.

VARIATION/ EXTENSION: 353

354

COMMENTS:

SKILL: Syntax LEVEL III NO. 3.1

ACTIVITY: Action Words

LEARNING OBJECTIVE: The child will use verbs in a sentence.

MATERIALS	PROCEDURES	EVALUATION
List of verbs	Children orally compose an original sentence using the verbs of the list.	Children will use words denoting action and learn term "verb."

VARIATION/ EXTENSION:

COMMENTS:

356

SKILL: Syntax LEVEL III NO. 3.2

ACTIVITY: Mixed-Up Sentences

LEARNING OBJECTIVE: Children will listen carefully and demonstrate understanding of sentence by rewording.

MATERIALS	PROCEDURES	EVALUATION
List of 10 sentences in the wrong order.	Teacher reads incorrect sentences one at a time. Children restate the sentence using correct word order.	Children will show proper sequence of words to tell meaning.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL III NO. 3.3

ACTIVITY: Recognizing the Root

LEARNING OBJECTIVE: Children will recognize root word and prefix through use.

MATERIALS	PROCEDURES	EVALUATION
List of root and prefix words. example: ex/ terminate claim communicate un/ look able easy	Pair children in partners. One child gives the root word the other says the word with a prefix. Repeat starting with prefix words and child saying the root word only.	Check for understanding of the prefixes by asking for definitions or use in a complete sentence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL III NO. 3.4

ACTIVITY: Descriptive Words

LEARNING OBJECTIVE: The child will describe a picture using adjectives and modifiers.

MATERIALS	PROCEDURES	EVALUATION
Interesting pictures from magazines.	Teacher shows interesting pictures to the group, to elicit description about the pictures.	Children use complete sentences and descriptive words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax **LEVEL III** **NO.** 3.5

ACTIVITY: Words "Old Maid"

LEARNING OBJECTIVE: Children will understand how words are changed by suffixes and their tenses.

MATERIALS	PROCEDURES	EVALUATION
Word group flashcards: example: one card per word help, helped, helps run, ran, running hop, hopped, hopping	Teacher gives a small group of a deck of flashcards. Teacher explains there are 3 cards for each grouping. The children play according to the rules of "old Maid" in which drawing continues until a match is made. Continue until all cards are matched.	Teacher may ask the children to verbalize a sentence for each word card match.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL III NO. 4.1

ACTIVITY: Rhyme Match

LEARNING OBJECTIVE: The child will use rhyming words together in an original sentence.

MATERIALS	PROCEDURES	EVALUATION
10 rhyming word flashcards or pictures. example: card - lard wind - bind	Teacher will present the cards so children can identify 5 pairs of rhyming words. Children can compose an oral sentence using each pair of words. example: I found the card in the lard.	The teacher may write the sentences as dictations.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion **LEVEL** III **NO.** 4.2

ACTIVITY: Use of Opposites

LEARNING OBJECTIVE: The child will use opposites or antonyms in a sentence.

MATERIALS	PROCEDURES	EVALUATION
A word list of 10 opposites sets. example: sad happy good bad push pull warm cool north south	Teacher divides the group into 2 teams of relay design. Each team has a set of 10 cards with words. The first child in each group begins with a sentence using one of the words/ flashcards. The second child gives a sentence using an antonym. Repeat untill all words are used.	Children will be able to use opposites correctly.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL III NO.4.3

ACTIVITY: One Minute

LEARNING OBJECTIVE: The student will be able to hear a category named and name items that belong in it.

MATERIALS	PROCEDURES	EVALUATION
Suggested Categories: Things that fly musical instruments domestic animals wild animals cities of the world birds dogs makes of cars vegetables fruit flowers trees fish boy's names girl's names	Explain to the students that each player will have one minute to list five objects that belong in a category which the player will be given. Name the category and start timing while the player calls the object. Children who are in successful in beating the clock put their names on the chalkboard.	Children will enlarge vocabulary.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL III NO. 4.4

ACTIVITY: Add - a - Word

LEARNING OBJECTIVE: Children will expand vocabulary by use of words.

MATERIALS	PROCEDURES	EVALUATION
None	Teacher organizes the group into 2 teams of equal number. One child in each group begins the game by saying a word, the next child must say a word which begins with the last letter of the previous word, until all team members have contributed one word.	The teacher may need to demonstrate last and first letter by writing an example on the board.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion **LEVEL III** **NO.** 4.5

ACTIVITY: Word Groups - Word Association

LEARNING OBJECTIVE: Children learn how words are associated and expand vocabulary by using them.

MATERIALS	PROCEDURES	EVALUATION
List of words which can be categorized.	Teacher initiates the round by giving a category word. One child at a time, each gives another word which fits into the word group.	Teacher or children can add more words to a posted list.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL III NO. 5.1

ACTIVITY: Story Comprehension

LEARNING OBJECTIVE: The child will be able to retell the story and answer questions about plot and sequence.

MATERIALS	PROCEDURES	EVALUATION
selected story passage	Children read story passages out loud to a group. Other children in the group must tell the story plot and sequence in their own words.	Children will have to recognize a plot and be able to organize.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL III NO. 5.2

ACTIVITY: Riddles

LEARNING OBJECTIVE: Children will demonstrate comprehension of sentences by attempting to answer.

MATERIALS	PROCEDURES	EVALUATION
a book of riddles	Children take turns reading riddles and trying to answer their meaning	Children will exercise judgement and placing thoughts in sentences.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL III NO. 5.3

ACTIVITY: Circle Game

LEARNING OBJECTIVE: The child will compose a sentence orally given 3 parts which answer questions of who, when, and where.

MATERIALS	PROCEDURES	EVALUATION
tag game board 36"x24" 3 brads/paper fastener 3-10" tag circles 1 circle - who words 1 circle when words 1 circle where words Assemble so children can turn the 3 wheels.	The child turns each of the three wheels to get 3 words. The child must compose a sentence with these words.	Children will need to develop thoughts around question words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL III NO. 5.4

ACTIVITY: My Lucky Day

LEARNING OBJECTIVE: The child will describe the circumstances which made this day lucky or special.'

MATERIALS	PROCEDURES	EVALUATION
	Children will take turns describing a lucky happening. Teachers can discuss the difference between "circumstances" and "luck".	Children can discuss why this was a lucky event, and the likelihood of repetition.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL III NO. 5.5

ACTIVITY: Word Softball

LEARNING OBJECTIVE: The child will identify words that belong in a category.

MATERIALS	PROCEDURES	EVALUATION
Softball: words such as fish, mammal, insects, reptiles, etc. Older children might use states, mountains, rivers, etc.	The children are in a circle. One child stands in the center with the ball. He tosses the ball to a player as he calls out a category such as mammal, etc. The player who catches the ball must name a mammal or whatever he has been asked for before the thrower counts to 10. No repetition of words is allowed. Correct answering child takes place of thrower.	Teacher may ask the child to define the association between the two words.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Extension LEVEL III NO. 6.1

ACTIVITY: Complex Sentence

LEARNING OBJECTIVE: The child will demonstrate use of a complex sentence.

MATERIALS	PROCEDURES	EVALUATION
List of short sentences (10) written on the blackboard.	Children will listen to the teacher read two given sentences. Children will combine the two given sentences Example: The boy ran fast. The boy ran to the house The boy ran to the house fast.	Children will understand how two thoughts can be placed in one sentence.

VARIATION/ EXTENSION: 385

COMMENTS:

SKILL: Extension LEVEL III NO. 6.2

ACTIVITY: Story completion

LEARNING
OBJECTIVE: The child will complete a given sentence using modifiers.

MATERIALS	PROCEDURES	EVALUATION
Story Beginnings: example: I'm so excited, I could I'm so happy, I could If I had a hundred dollars, I would...	Teacher begins a given sentence and children complete them in oral composition form.	Children will expand vocabulary as they hear new comparisons

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Extension LEVEL III NO. 6.3

ACTIVITY: Main Topics

LEARNING OBJECTIVE: The child will discuss the main topics in a story.

MATERIALS	PROCEDURES	EVALUATION
Teacher selected story.	Teacher reads a story to the group. Children are asked to answer open-ended questions which will lead to recognition of main ideas.	Students will learn to put ideas of this story into their own words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL III NO. 6.4

ACTIVITY: Newscast

LEARNING OBJECTIVE: The child will describe an event to include detail about who, when, where, what.

MATERIALS	PROCEDURES	EVALUATION
Current event topic or interest story from T.V. or life experiences.	Teacher will introduce the question words: who, when, where, what. Children are to give a brief oral presentation about an event in a way that the four questions are answered.	Other children listening can repeat the answers to all the questions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL III NO. 6.5

ACTIVITY: Mixed-up Sentences

LEARNING OBJECTIVE: The child will be able to put parts of a sentence together into a cohesive complete sentence.

MATERIALS	PROCEDURES	EVALUATION
List of sentences written out of order on the chalkboard. example: the honking geese the loud noise was made by	Children will read all sentence parts and be asked to put the sentence parts together in the proper order.	Children will learn to sequence thoughts.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Description LEVEL III NO. 7.1

ACTIVITY: Who is This

LEARNING OBJECTIVE: To listen to descriptions in order to identify children

MATERIALS	PROCEDURES	EVALUATION
None	The teacher chooses a child to leave the room. A child in the room is asked to give physical characteristics, favorite subjects, clothes, social characteristics, etc. of the one who has left. Repeat with other children.	Children will recall and be able to use descriptive terms when relating what he remembers.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL 111 NO. 7.2

ACTIVITY: Pretty Thoughts

LEARNING OBJECTIVE: To listen for descriptive words in poems.

MATERIALS	PROCEDURES	EVALUATION
A poem which contains many adjectives and adverbs such as "The Wind" by Stevenson.	Teacher reads poem. Children listen for descriptive words and relate these words to others. Comparative adjectives may be used; pretty, prettier, prettiest.	Children will be able to hear descriptive words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** III **NO.** 7.3

ACTIVITY: Character Hunt

LEARNING OBJECTIVE: The children listen intently for clues to describe a character presented in a short story.

MATERIALS	PROCEDURES	EVALUATION
A familiar story	The teacher reads an interesting story with several characters. Children are to listen to be able to describe a chosen character in a story. After the story is finished, the children are to describe the chosen character while others write the name of person being described. The children with most characters correct is the winner.	Children will use describing terms and exercise ability to use them.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL III NO. 7.4

ACTIVITY: Thumbs Up

LEARNING OBJECTIVE: To provide practice in listening to adverb modifiers.

MATERIALS	PROCEDURES	EVALUATION
A list of sentences containing adverbs.	Children sit with thumbs up. Teacher reads sentence. As soon as the children hear a "how" sentence they quietly put thumbs down. Listen for words which tell "how". 1. Henry reads well. 2. The dog barked loudly 3. A turtle crawls slowly. 4. The merry-go-round goes round and round.	Children will listen carefully and recognize adverbs.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL III NO. 7.5

ACTIVITY: Hink Pinks

LEARNING OBJECTIVE: The children will use descriptive words to describe nouns.

MATERIALS	PROCEDURES	EVALUATION
List of descriptive words such as: noisy group dull taxi sad Dad shook cook	Children read the list. They attempt to make-up their own descriptive words.	Children need to use associative and imaginative skills.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** III **NO.** 7.6

ACTIVITY: Book Report

LEARNING OBJECTIVE: Children report on a book they have read to relate main ideas, descriptive language and sequential order.

MATERIALS	PROCEDURES	EVALUATION
None	Children report on a book they have read. Child will relate title, author, main characters, and description. The story is about; "My favorite part of the story" "I liked the book because" They are to emphasize adjectives and adverbs.	Children should show increase in vocabulary and organization.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** III **NO.** 7.7

ACTIVITY: Picture Description

LEARNING OBJECTIVE: Children will give a description of a magazine picture or other type of picture by using adjectives and adverbs.

MATERIALS	PROCEDURES	EVALUATION
Pictures from magazine, books or picture sets.	Teacher will place picture on bulletin board or display rack. Child will choose one he likes, compose a story about it and prepare to tell story to the class.	Children will show vocabulary and organizing skills.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** III **NO.** 7.8

ACTIVITY: What do I see?

LEARNING OBJECTIVE: Children will use observation, memory, and descriptive vocabulary in describing object.

MATERIALS	PROCEDURES	EVALUATION
A collection of about ten objects	Cover objects with a cloth. Remove for class to view for a few minutes. Cover them again and ask students to choose an object to describe. Class guesses which article student is describing.	Children will use describing words as they recall shape, size, color, use, etc.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication **LEVEL** III **NO.** 8.1

ACTIVITY: Blow the Whistle

LEARNING OBJECTIVE: The child will participate in a group oral language game.

MATERIALS	PROCEDURES	EVALUATION
List of 2 words which belong together ex. Red, white Sun, Moon Deaf, dumb Hop, skip	Teacher has a whistle or watch with second hand. Children will have a maximum of 5 seconds to add one word to the category of words.	Children will learn new words which can be recalled quickly.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication **LEVEL** III **NO.** 8.2

ACTIVITY: Follow Directions

LEARNING OBJECTIVE: The child can demonstrate an action, non-verbally in front of a group.

MATERIALS	PROCEDURES	EVALUATION
Box with slips of papers. Papers state a 3 step action. Ex. chop a tree saw a branch start a fire	Teacher demonstrate the game of "charades". Children take turns choosing a slip of paper and acting out the actions in front of the group. Other children need to guess the action.	Children can use body language.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL III NO. 8.3

ACTIVITY: Interview Questions

LEARNING OBJECTIVE: Children will demonstrate questioning skills by interviewing peers.

MATERIALS	PROCEDURES	EVALUATION
Classic storybook characters. Ex. Little Red Riding Hood Billy Goats Cinderella	Teacher divides the children into small groups, Each group has one interviewer. The interviewer must ask questions of the characters based on the classic story events.	The children will form logical questions and use judgment in drawing conclusions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication **LEVEL** III **NO.** 8.4

ACTIVITY: Gossip

LEARNING OBJECTIVE: To provide a situation that points out need for clarity of speech and attentive listening.

MATERIALS	PROCEDURES	EVALUATION
None	Children sit in a circle. The first player whispers a statement to his neighbor. His neighbor then whispers what he has heard to the next child. Continue around the circle. The last player repeats what he has heard aloud. Try to trace it backwards to find change.	Children become aware of social problems caused by repeating inaccurate statements.

VARIATION/ EXTENSION: 417 413

COMMENTS:

SKILL: Communication LEVEL III NO. 8.5

ACTIVITY: About Face

LEARNING OBJECTIVE: To be aware of how faces reveal feelings and opinions.

MATERIALS	PROCEDURES	EVALUATION
A hanging mirror and box of Mood-face cards	Introduce by having a variety of facial expressions demonstrated. Discuss the idea of different moods which change faces. Ask a child to choose a card, read it aloud, act it out before a mirror and then before the group. Ex. A bee just stung my ear. A snowball just hit you in the mouth. You just found fifty cents.	Children will practice facial expression and become aware of others feelings expressed in facial features.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Communication **LEVEL** III **NO.** 8.6

ACTIVITY: Trouble Buster Time

LEARNING OBJECTIVE: To be aware and empathize with problems of others. To evaluate, decide, solve, assume and fact-find.

MATERIALS	PROCEDURES	EVALUATION
A set of trouble letter written previously by children.	Read letters from children who are asking for advice, help, and solutions. Discuss the fact that we all have troubles and there are times when we need help in solving those problems. Ask a volunteer to come forward, choose a letter, and read it to the group. "I'm afraid of the dark, I need help." "My sister always hits me." "Nobody likes me." "I have bad dreams." Ask leading questions, "What would you do?" "Is there a kind and gentle way to relieve trouble?" Respect every comment, encourage solutions.	Children need to be sympathetic and present reasonable solutions.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Dramatization **LEVEL** III **NO.** 9.1

ACTIVITY: Character Description

LEARNING OBJECTIVE: The child will be able to present a character by demonstrating expressive body and oral language.

MATERIALS	PROCEDURES	EVALUATION
Cards on which character traits are written. EX. clever, strong, intelligent, friendly, happy, etc.	The teacher reads a story. After she is finished, children select words which describe various traits.	Students listen carefully and recognize character description.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Dramatization LEVEL III NO. 79.2

ACTIVITY: Charades

LEARNING OBJECTIVE: Student will recall character traits.

MATERIALS	PROCEDURES	EVALUATION
A story with several characters.	Teacher reads the story. After completion, children choose a character to represent in action and voice.	Students show ability to use body language and descriptive traits.

VARIATION/EXTENSION: 425

426

COMMENTS:

SKILL: Dramatization **LEVEL** III **NO.** 9.3

ACTIVITY: Bring a Story to Life

LEARNING OBJECTIVE: Children will acquire ability to "live" the story through characterization.

MATERIALS	PROCEDURES	EVALUATION
Story on child's reading level.	Children will read story to themselves. Discuss by pointing out traits of each person in story; facial expressions, positive voice tone, etc. Choose a narrator and actors to relive the story.	Children will learn character words and understand how stories came from life situations.

VARIATION/ EXTENSION:

COMMENTS:

458

SKILL: Dramatization **LEVEL** III **NO.** 9.4

ACTIVITY: Story Dramatization

LEARNING OBJECTIVE: The student is able to infer character traits from a selection read by self or others.

MATERIALS	PROCEDURES	EVALUATION
Teacher chooses a story to dramatize.	The students hear or read the story. The students act it out emphasizing voice change, emotions, and other traits of character.	Students will need to cooperate in group work while demonstrating ability to recognize charecter traits.

VARIATION/ EXTENSION: 429

COMMENTS:

SKILL: Dramatization **LEVEL** III **NO.** 9.5

ACTIVITY: Using Imagination

LEARNING OBJECTIVE: Children will use imagination to demonstrate a statement.

MATERIALS	PROCEDURES	EVALUATION
List of activities: carry empty bucket carry full bucket a sad sentence an excited statement a sad statement a scolding question a scared question a proud statement an ashamed statement	Children are given the direction by the teacher. As one child responds, another is chosen to give an opposite image.	Children will learn to vary times to convey sentence meanings.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling **LEVEL** III **NO.** 10.1

ACTIVITY: Pass the Buck

LEARNING OBJECTIVE: To encourage flexible thinking and use of imagination in giving an oral presentation.

MATERIALS	PROCEDURES	EVALUATION
slips of paper representing dollar bills on which vocabulary words are written.	Teacher and children are arranged in a circle. The teacher explains "pass the buck" as meaning to pass on a job or resonsibilty. Teacher shows "bucks". Children are to tell a story by using a "buck" word and then passing the stack of words in to the next child who chooses one and uses it to continue story. Continue until story ends or words all used.	Children will be able to say words and demote their meaning by using in story form.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling **LEVEL** III **NO.** 10.2

ACTIVITY: Telling Tales

LEARNING OBJECTIVE: Hearing a portion of a narrative and offering a plausible continuation.

MATERIALS	PROCEDURES	EVALUATION
A ball of string of various lengths.	Children sit in a circle. The teacher begins an original story as she unwinds the string. As she comes to the end of the string, she passes the ball to student. Student continues story until string ends, passes it on, etc.	Children will show imagination skills.

VARIATION/ EXTENSION:

COMMENTS:

132 130

SKILL: Storytelling **LEVEL** III **NO.** 10.3

ACTIVITY: Imagination Time

LEARNING OBJECTIVE: Children make up a story using three pictures.

MATERIALS	PROCEDURES	EVALUATION
Picture cards from Peabody Kit or other source.	Divide class into four groups. Ask each group to choose three pictures. Each group will make up a story using all three pictures. Use the tape recorder to record stories. Replay at a later time for enjoyment.	Children will need to cooperate in groups, speak fluently, and sequentially.

VARIATION/ EXTENSION:

437

COMMENTS:

438

SKILL: Storytelling **LEVEL** III **NO.** 10.4

ACTIVITY: Story Endings

LEARNING OBJECTIVE: Students listen to beginning of story and form their own ending.

MATERIALS	PROCEDURES	EVALUATION
Taped beginnings of stories. Some films also have only beginnings of stories.	Teacher has children listen to tape. Each child gives his version of how the story ended.	Child must give proper sequence and a satisfying ending.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling 133 **LEVEL** III **NO.** 90 10.5

ACTIVITY: I Wonder

LEARNING OBJECTIVE: Children use imagination to form a story from picture card.

MATERIALS	PROCEDURES	EVALUATION
Peabody Kit "I Wonder Cards."	Teacher shows picture, "A Boy in a Jet." What kind of travel is this? What makes it go? Do you think we can take a trip? Let's place a chair in the middle of the room and take a trip. Children give imaginary feelings, sights, sensations, etc.	Children tell thoughts in descriptive language, and sequential order.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** III **NO.** 11.1

ACTIVITY: Robot 130

LEARNING OBJECTIVE: Children will use detail and directions.

MATERIALS	PROCEDURES	EVALUATION
None	One child is a robot. Sit in a chair facing class. Other children think of appropriate directions and correct vocabulary. They give commands in proper sequence. Children may choose partners after first example.	Children will enlarge vocabulary.

VARIATION/ EXTENSION:

COMMENTS:

443

444

SKILL: Elaboration **LEVEL** III **NO.** 11.2

ACTIVITY: Emotional Responses

LEARNING OBJECTIVE: The student is to make an emotional response to content from listening to a selection read orally.

MATERIALS	PROCEDURES	EVALUATION
Story chosen for emtional content.	Teacher reads selection to student. Questions are asked to student such as: What kind of person do you think Julia was? How did she feel about her father? Why didn't she find pleasure in hearing the birds? How would you have reacted if you had been Julia?	Children should respond in complete sentences with a variety of words.

VARIATION/ EXTENSION: 445

COMMENTS:

SKILL: Elaboration **LEVEL** III **NO.** 11.3

ACTIVITY: Views on News

LEARNING OBJECTIVE: To bring current events to children's attention and encourage expression of thought.

MATERIALS	PROCEDURES	EVALUATION
Topics from local newpaper, T.V. or radio	Introduce various topics with motivating question about news events or events relating to changing times. Ask "why" or "why not" to stimulate interest. "Do you feel man should continue to explore outer space?" "What new invention would you like to see?"	Children should have own opinions and be able to express them in sentences.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** III **NO.** 11.4

ACTIVITY: Tell a Tale

LEARNING OBJECTIVE: To distinguich between fact and fiction .

MATERIALS	PROCEDURES	EVALUATION
An event chosen by children who will tell story.	Group listens while a child tells a real story. Another child retells story but makes it a tall tale by adding details.	Children will recognize how stories can be fictional.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration **LEVEL** III **NO.** 11.5

ACTIVITY: Book Talks

LEARNING OBJECTIVE: To show desirability of reading library books.

MATERIALS	PROCEDURES	EVALUATION
Books to show as desired.	Students will be prepared to share books they have read. He is to tell only enough to cause others to want to read it. Children in audience choose books they liked to hear about and tell why.	Children should be able to describe events with a variety of words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL III NO. 1251

ACTIVITY: Let's Talk It Over

LEARNING OBJECTIVE: Children will hear a story about a problem and give possible solution.

MATERIALS	PROCEDURES	EVALUATION
Tell a fictious story about a problem situation.	After situation is read, children should be encouraged to express opinions, or bring up similar problems. "Why do some people want to be first?" "Do you think it is unfair?"	Children's ability to see more than one side of a problem and talk without bias.

VARIATION/ EXTENSION: 453

COMMENTS:

SKILL: Explanation **LEVEL** III **NO.** 12.2

ACTIVITY: Skim the Story

LEARNING OBJECTIVE: To see relationships between ideas or events and be able to summarize and organize them in a logical pattern.

MATERIALS	PROCEDURES	EVALUATION
A story on children's level of interest, probably in a reading text.	Skim the story reviewing main action in each part. Help children form a summary sentence for each part. Write the sentences on the board. Have children reread all sentences, erase, and encourage pupils to tell story from memory.	Children need to recall and put story line into their own words.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation 322 LEVEL III NO. 326 12.3

ACTIVITY: Telephone Listening

LEARNING OBJECTIVE: To help children become aware of necessity for accurate questions and answers.

MATERIALS	PROCEDURES	EVALUATION
Telephone and switchboard.	Choose a telephone operator. Each child has a turn to call a friend. He is to have 2 simple questions in mind, speak clearly and politely, and make talk brief. The listener is to answer telephone correctly, listen for meaning of question, get to the point in answering the questions.	Listen to sentence and question structure. Children should speak in complete sentences.

VARIATION/ EXTENSION: 457

COMMENTS:

SKILL: Explanation **LEVEL** III **NO.** 12.4

ACTIVITY: Tricky Words

LEARNING OBJECTIVE: To distinguish whether literal meaning or the figurative meaning of a widely used expression is the correct interpretation.

MATERIALS	PROCEDURES	EVALUATION
List of figurative language terms. Can be found in "For Example" by Darlene Presler, p.86	Teacher explains difference between "literal" or "figurative" expression. Refer to page 86 of "For Example". Teacher reads sentence using expression. Child responds with a literal expression for terms.	Children will distinguish between real or figurative meaning used in common conversation.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation **LEVEL** III **NO.** 12.5

ACTIVITY: Reasoning Time

LEARNING OBJECTIVE: Children will apply their own reasoning or judgement to form solutions.

MATERIALS	PROCEDURES	EVALUATION
Questions for problem solving: How would you take a drink without a glass? How would you build a fire without wood? How would you build a tree house without nails? How would you pick apples from a tree without a ladder?	Teacher reads question. Children respond with a solution using complete sentences.	Children need to use reasoning power.

VARIATION/ EXTENSION: A 61

COMMENTS:

1. Creative Classroom Activities Library; Short Span Activities, by Lynne Goldsmith and Carol Batten, Language Arts Games by Abraham Hurwitz and Arthur Goddard, 1970, Scholastic Book Services.
2. "For Example" by Darlene Presler, 1981 Word Conference, available at B.E.S.
3. Listening Games, Wagner, Hosier and Blackmen, 1960, Teachers Publishing Co.
4. Listening and Learning, Bernice M. Chappel, Fearon Publishers
5. Washington Triad Follow Through, Occasional Paper#2 , Language Activities, Lena Engen, 1973-74 , available at B.E.S.
6. Peabody Language Development Kit, Level 2, American Guidance Services
7. Practical Guide to Third Grade Activities, Brush, Tucker, Mullaney and Williams., Millikens Publishing Co., 1974
8. Small Schools Reading Curriculum, K-3, Washington State Superintendent of Public Instruction.

Level
III

NAMES	1. AUDITORY DISCRIMINATION a. Identify voice inflections b. Identify question sentences	2. AUDITORY MEMORY a. Paraphrase songs b. Paraphrase stories	3. SYNTAX a. Correct use of verbs b. Correct use of prefixes and suffixes c. Correct use of pronouns d. Correct subject-verb agreement	4. EXPANSION a. Use of word categories b. Use of antonyms and synonyms	5. COMPREHENSION a. Answer open-ended questions about more complex stories b. Tell a story or event in proper sequence	6. EXTENSION a. Using multiple subject-verb sentences b. Group sentences according to subject matter	7. DESCRIPTION a. Recount observations using adjectives b. Recount observations using adverbs	8. COMMUNICATION a. Express ideas and feelings with peers b. Participates in small or large group discussions	9. DRAMATIZATION a. Present a character with expressive body and oral language	10. STORYTELLING/NARRATION a. Share an idea, experience or event with others b. Compose an original story with beginning, middle and end	11. ELABORATION a. Discuss ideas or topics using detailed descriptions	12. EXPLANATION a. State reasons and draw conclusions based on given facts

/ Skill introduced
X Skill mastered

LEVEL IV - BEHAVIORAL OBJECTIVES OF GRADES 5 & 6

1. Auditory Discrimination

   The child will differentiate syllables and recite sentences with correct inflection to demonstrate punctuation.

2. Auditory Memory

   The child will be able to recall combinations of words, phrases, songs, or stories of increasing length.

3. Extension

   The child will be able to express ideas orally using compound and complex sentences according to a given topic.

4. Expansion

   The child will demonstrate the use of new words in spoken language.

5. Communication

   A. The child will be able to express personal feelings or ideas with peers.
   B. When engaging in large or small group discussions the child will demonstrate listening skills by restating a given statement.
   C. The child will be able to express personal feelings or ideas in a small or large group discussion.

6. Syntax

   A. The child will use verbs correctly in oral compositions.
   B: The child will use prefixes and suffixes correctly in speech.
   C. The child will demonstrate the correct use of pronouns and subject-verb agreement in speech.

7. Comprehension

   A. The child will demonstrate understanding of increasingly complex stories by answering open-ended questions.
   B. The child will demonstrate understanding of a concept by paraphrasing the main ideas or characteristics of a given concept.

8. Description

   The child will be able to describe a situation or object using adjectives and adverbs.

9. Storytelling/Narration

   The child will express ideas or experiences orally in story form including an introduction, main plot, and summary.

LEVEL IV - BEHAVIORAL OBJECTIVES

10. Dramatization

The child is able to act out a character in a play using expressive voice and body language.

11. Explanation

A. The child will be able to describe orally the cause and effect relationships among events or an observable change.
B. The child will be able to describe all the steps of a given process through demonstration and oral presentation.

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SKILL: Auditory Discrimination LEVEL IV NO. 1.1

ACTIVITY: Vowel Recognition

LEARNING OBJECTIVE: The child will recognize long and short vowels.

MATERIALS	PROCEDURES	EVALUATION
Two lists of one syllable words with long or short vowels. Ex. am fast sled bit	The teacher has children pronounce words and tell if the vowel is short or long. The children should tell where the vowel occurs.	Teacher Observation Children identify which words have short or long vowels.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL IV NO. 1.2

ACTIVITY: Accented Syllables

LEARNING OBJECTIVE: The child will recognize auditorily when the syllable is accented.

MATERIALS	PROCEDURES	EVALUATION
Use a list of two syllable words: Ex. after, acorn even, effect	The Teacher writes words on the board. The student reads words and he or she tells when the syllable is accented.	Students will recognize accented syllables.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** IV **NO.** 1.3

ACTIVITY: Syllable Separation

LEARNING OBJECTIVE: The child wi'l recognize where syllables occur and rules for syllabication.

MATERIALS	PROCEDURES	EVALUATION
List of two syllable words: Ex. table gobble apple needle middle purple	Teacher asks the pupils to pronounce words. Children will whether the vowel sounds in the first syllable are long or short or "r" controlled. The children will identify which letter begins the second syllable and should recognize through practice that the consonant begins the second syllable.	Children should recognize the number of syllables in a given word and which letter separates each one.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Discrimination LEVEL IV LC NO. 1.4

ACTIVITY: Hear the Syllable

LEARNING OBJECTIVE: The children will recognize the number of syllables in a word and be able to pronounce the words correctly.

MATERIALS	PROCEDURES	EVALUATION
Word cards made from reading vocabulary list.	The Teacher holds up a word card. The students read the words and count the number of syllables. The students hear and repeat the correct pronunciaton of each word.	Children recognize the syllables and are able to pronounce the given words correctly.

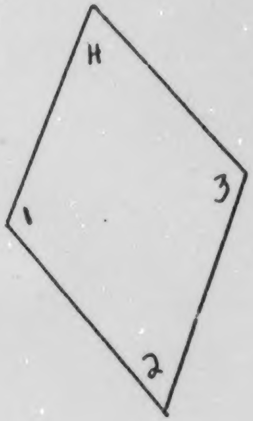
VARIATION/ EXTENSION: The students may also be asked to use these words in sentences.

COMMENTS:

SKILL: Auditory Discrimination **LEVEL** IV **NO.** 1.5

ACTIVITY: Syllable Baseball

LEARNING OBJECTIVE: The student will hear the number of syllables in words

MATERIALS	PROCEDURES	EVALUATION
List of words with varying number of syllables. A diagram of a Baseball field with base. 	The teacher divides the class into two teams. A diagram of a baseball diamond is made on a large piece of butcher paper and placed on the floor. The first player on Team 1, the pitcher pronounces a word. Team 2, opposite, pronounces the word , tell the number of syllables the word has and how it is separated. A correct answer equals a move to the first base. The second child repeats the same procedure until home is reached and a point is recorded. An incorrect answer equals an "out". Continue until one side has 3 outs.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL IV NO. 2.10

ACTIVITY: Choral Speaking

LEARNING OBJECTIVE: Children will improve memorization skills through practice with choral speaking.

MATERIALS	PROCEDURES	EVALUATION
Poem suitable for choral speaking. Ex.	The Teacher reads the poem entirely, and asks children to just listen. The Teacher now read the poem one line at a time and has the children repeat each line until the whole poem is committed to memory.	Through repetition the children will increase the lenght of passages and improve their memorization skills.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL IV NO. 2.2

ACTIVITY: Name Game

LEARNING OBJECTIVE: The children will practice recall skills in learning the names of classmates.

MATERIALS	PROCEDURES	EVALUATION
None	This recall game is easiest to do in a round. A child begins the chain by giving his or her full name. The next child in the circle repeats the name and ads his to the list until everyone in the circle has given his name. If the chain is broken , the last person to have remembered the names to his place starts the next round.	The child will recall the names in the right order as given.

VARIATION/ EXTENSION: The same name game can be played by giving names in various categories .such as foods, sports, animals etc.

COMMENTS:

SKILL: Auditory Memory LEVEL IV NO. 2.3

ACTIVITY: Story Starter

LEARNING OBJECTIVE: The children will improve sequence and memory skills through group story-telling.

MATERIALS	PROCEDURES	EVALUATION
Story beginnings...	The teacher introduces a one or two sentence story beginning. A child repeats the beginning of the story and adds one sentence or idea. Each child repeats the story and adds one more sentence until a complete story is finished or someone misses.	The story should continue with some "sensible" meaning or sequence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Auditory Memory LEVEL IV NO. 2.4

ACTIVITY: Echo

LEARNING OBJECTIVE: The child will practice listening to and repeating the words without seeing the speaker.

MATERIALS	PROCEDURES	EVALUATION
None	Teacher asks students to make up silly or unusual sentences for echoing such as, " The sky is purple in Seattle" Students work in pairs. One says the word while the other stands in the spot farthest away with his or her back turned away from the speaker.	The children will demonstrate careful listening if they can repeat the sentence correctly

VARIATION/ EXTENSION:

COMMENTS:

183

SKILL: Auditory Memory LEVEL IV NO. 2.5

ACTIVITY: Onomatopoetic Perpetrator

LEARNING OBJECTIVE: The student will use careful listening skills and increase memory skills with unusual words.

MATERIALS	PROCEDURES	EVALUATION
List of thirty or more onmatopoetic terms. Can be found in "For Example" by Darlene Presler. Ex. click, roar tap, scratch	The Teacher divides the class in two teams. Teacher begins by saying three onomatopoetic words to demonstrate the relationship of words sounds to meaning. Each team is given three new words to repeat or a total of six. Repeat until all team members have said 3-6 words at one time. Each correct word expression is worth one point. The team with the most point wins..	Teacher observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL IV NO. 3.1

ACTIVITY: Compound Sentences

LEARNING OBJECTIVE: The child will be able to put two or more sentences together in one compound or complex sentence.

MATERIALS	PROCEDURES	EVALUATION
List of simple sentences.	The Teacher will read two or three simple sentences from the list out loud. Each student will write down his compound sentence. Call on as many students as possible in ramdom order to share his or her sentence with the class.	Children will originate compound sentences from oral cues.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL IV NO. 3.2.

ACTIVITY: Resource Report

LEARNING OBJECTIVE: The child is able present a brief oral report on a given topic.

MATERIALS	PROCEDURES	EVALUATION
Resource materials from the library or texts.	Children will receive help to choose a topic for reporting. Ask children to identify a minimum of 5 items which are important about the topic. In an oral report the students will present the 5 items in an organized fashion.	Teacher Observation The child is able to itemize 5 items about a given topic in an oral presentation.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL IV NO. 3.3

ACTIVITY: Whistle Stop

LEARNING OBJECTIVE: The child will group ideas and words in a logical order.

MATERIALS	PROCEDURES	EVALUATION
Groups of four words. Ex. Harp, Violin, Drum & Orchestra Bat, Flagpole, Golf Club & Tennis Racket Monkey, Frog, Giraffe & Dog Atlantic, Pacific, Artic & Temperature Hat, Handkerchief, Glove & Trousers. Whistle or Bell	The Teacher stresses good listening as each group of four words is read. Students have approximately 5 seconds or until the whistle blows to call out the word which does not belong to the group. The teacher and students can discuss why the word is out of place and or check if there might be different combinations or group based on a logical characteristic	Students will identify the characteristics of a given word group and recognize a word which does not belong.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL IV NO. 3.4

ACTIVITY: Combining Phrases

LEARNING OBJECTIVE: The student will be able to combine ideas and topic in developing compound sentences.

MATERIALS	PROCEDURES	EVALUATION
List of phrases and ideas.	Teacher divides the class in two teams. Teacher puts the phrases on the board and reads two phrases each time. One at a time the students must compose a compound sentence using the two given phrases. Each correct sentence earns the team a point. Children may have two tries before they give up their turn.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Extension LEVEL IV NO. 3.5

ACTIVITY: Compound Sentence Roulette

LEARNING OBJECTIVE: The child will be able to combine sentences or phrases into compound sentences.

MATERIALS	PROCEDURES	EVALUATION
Two lists of simple phrases or sentences, (10). Cards with number combinations of 1-5. Ex. 1-1, 1-2, 1-3, 1-4, 1-5 2-1, 2-2, 2-3, 2-4, 2-5 3,1, 3-2, 3-4, 3-5, 3- and so on to 5. Shuffle the combination cards or shake in a box.	Teacher lists the ten phrases in two colums on the board. 1 1 2 2 3 3 4 4 5 5 The number of the phrases in the two columns will be used when the cards are drawn, such as 2-3. Students draw 1 card at a time and must compose a compound sentence according to the given combination on the card.	The student will combine random phrases into a compound sentence.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL IV NO. 4.1

ACTIVITY: Using Synonyms

LEARNING OBJECTIVE: The student will demonstrate ability to substitute familiar words with synonyms in a given sentence.

MATERIALS	PROCEDURES	EVALUATION
List of synonyms. Can be found in "For Example" by Darlene Presler, pp. 50-51.	Teacher puts a list of synonyms on the board. Students take turns composing an original sentence using a word from the synonym list and the other echoing the same given sentence using a synonym in place of the original one.	Students will substitute one synonym for another in a given sentence.

VARIATION/ EXTENSION: 501

COMMENTS:

SKILL: Expansion LEVEL IV NO. 4.2

ACTIVITY: Analogies

LEARNING OBJECTIVE: The student will select appropriate analogies to complete the sentences given orally

MATERIALS	PROCEDURES	EVALUATION
List of analogies. Can be taken from "For Example" by Darlene Presler, pp. 97-98 Analogies can be written on index cards.	Teacher divides the class into two teams. Each member of each team gets to ask another to complete the sentence analogy. Ex. Water is to boat as sky is to ______ (plane).	Students will recognize the "code" and complete the analogy with the correct word.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL IV NO. 4-3

ACTIVITY: Heteronyms

LEARNING OBJECTIVE: The child will be able to demonstrate the use of heteronyms in a given oral sentence.

MATERIALS	PROCEDURES	EVALUATION
List of heteronyms. Can be found in For Example" by Darlene Presler, pp. 59-60. The heteronyns could be written on each side of index cards for easy student use.	The teacher selects approximately 30 pairs of heteronyms from the list. The group is divided into three groups each given 10 of the cards. In the small group, each person takes a turn to define both words and to originate a sentence for each word. The first group to finish gets 3 points. The second group to finish gets 2 pts. The third group to finish gets 1 point. After each round the Teacher rotates the 10 cards to another group until each group has had a turn with all 30 cards. The group with the highest score wins the game. Ex. Bow - to bend forward Bow- a weapon	The students will know the use of the proper heteronym in a given sentence

VARIATION/ EXTENSION: 505

COMMENTS:

SKILL:	Expansion	**LEVEL**	IV	**NO.**	4.4

ACTIVITY: Compound Riddles

LEARNING OBJECTIVE: The student will demonstrate the ability to construct a compound word when given a riddle.

MATERIALS	PROCEDURES	EVALUATION
List of compound word riddles. Can be found in "For Example" by Darlene Presler, p. 48 The riddles can be written on index cards for easy student use.	The group is divided into two teams each receiving half of the cards. Each member of each group takes a turn to solve the compound word riddles until all are done. The group which finishes first gets 2 pts. The next group gets 1 point. After each round, the Teacher alternates the two sets of cards until each group has had a turn with all the cards. The group with the highest score wins. Ex. A plane that flies in the air_______ (airplane).	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Expansion LEVEL IV NO. 4.5

ACTIVITY: Figurative Language

LEARNING OBJECTIVE: The child can paraphrase the meaning of figurative terms in his own words.

MATERIALS	PROCEDURES	EVALUATION
List of Figurative Language terms. Can be found in "For Example" by Darlene Presler. pp. 87-88.	The teacher reads the terms one at a time. Each student will demonstrate his understanding of the given term by giving a statement which answers the comment Because...... Ex. I'm tickled pink. I'm tickled pink because tomorrow is a holiday. She's as fit as a fiddle. She's as fit as a fiddle because she jumps rope every day.	Children will provide a because statement which demonstrates their understanding of figurative language terms.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL IV NO. 5.1

ACTIVITY: Questions and Answers

LEARNING OBJECTIVE: Children will increase participation in oral language activities by answering questions about a given topic.

MATERIALS	PROCEDURES	EVALUATION
Unlimited resources of pictures, articles or passages from texts.	Some students may need encouragement to overcome shyness in group discussions. The Teacher needs to stress lots of positive reinforcements during the question and answer periods. The tempo or speed of this type activity can also enhance participation and reduce the amount of attention focused on the child who makes a mistake. Questions need to vary from easy to hard, familiar to complex. Teachers may intoduce a reading selection by reading aloud and proceding with a question and answer session based on the selection.	The child will increase understanding and self confidence by participating in a group question and answer period.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL IV NO. 5.2

ACTIVITY: Being Heard

LEARNING OBJECTIVE: The student will use a clear speaking voice which can easily be heard among the group in the class

MATERIALS	PROCEDURES	EVALUATION
Book of simple quotes. These can be written on index cards for easy student use.	The Teacher often needs to remind students to speak clearly in the group situation. Students will take turns choosing a quote card and repeating it to the class in clear and audible speech. It is important for the teacher to set basic ground rules for active listening and feedback prior to this activity.	The members of the class may be asked to repeat the quote as a way to check if the message was heard correctly.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL IV NO. 5.3

ACTIVITY: In My Opinion

LEARNING OBJECTIVE: The student will provide personal opinions about a given topic.

MATERIALS	PROCEDURES	EVALUATION
List of current events topics in the news or from daily school events.	Teachers can brainstorm with the students to generate a list of interest or controversial topics for discussion appropriate to the grade level. Ex. T.V. and movie ratings. Allowances News events, etc. Students will need some time to prepare a brief paragraph or page to clarify thoughts about a given topic. Teachers shall encourage active listening and feedback methods. Students can begin their report with In My Opinion............... Questions should be encouraged whenever possible.	Students will present an opinion on a given topic.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Communication LEVEL IV NO. 5.4

ACTIVITY: Telephone Role Play

LEARNING OBJECTIVE: The student will express messages and directions in a telephone situation role play.

MATERIALS	PROCEDURES	EVALUATION
Suggested questions relating to a type of social event. ex. party, game, field trip	Students are grouped in sets of three per group. Each group is assigned a topic and one person in each group is selected to be an observer. The telephone talkers in the group should sit back to back. Each takes on the role appropriate to the given situation and begins a "simulated" telephone conversation relating information and details of the event. Th observer is to give feedback about the dialog.	Children should adjust their speech format in accordance with the given situation. Children may also recognize that voice use is more important when visual cues are absent,

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Communication LEVEL IV NO. 5.5

ACTIVITY: Introductions Role Play

LEARNING OBJECTIVE: The child will increase his or her skills in making introductions through role play.

MATERIALS	PROCEDURES	EVALUATION
Guidelines for Making Proper Introductions, Can be found in the Language Text.	The Teacher describes various forms for making introductions and models these for the group. The Teacher divides the group into small groups of 4-5 students. Each group is given a situation or setting in which to assume roles. Students are to Role Play the introductions as if they were in a real situation.	Children should vary the introductions in ways which are appropriate for a given setting.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Communication

LEVEL IV

NO. 5.6

ACTIVITY: Trouble Buster Time

LEARNING OBJECTIVE: The students will demonstrate the ability to empathize with others' problems or feelings in a simulated dialog.

MATERIALS	PROCEDURES	EVALUATION
Problem statement cards which represents typical situations or problems among students of this age. Ex. " I have bad dreams" "My sister yells at me" "I wasn't picked for the team." List of Empathy words, Ex. "You seem happy," "I would feel bad too"	The Teacher begins with a given problem statement and models a variety of ways to responds to a person with a problem. Teacher discusses the concept of empathy and stresses the value of accepting and giving support in this type of situation. One at a time, the students choose a situation card and take on the role of the person with the problem. Other students in the large or small group offer responses and alternative statements which show empathy and good listening.	Students will use words of acceptance when listening to persons with problems in a simulated story.

VARIATION/ EXTENSION: These questions may add to the discussion:
What would you do? Is there a kind way to listen to other's troubles ?
What are some non-verbal clues to people's feelings?

COMMENTS:

SKILL: Syntax **LEVEL** IV **NO.** 6.1

ACTIVITY: Subject and Verb Tense Agreement

LEARNING OBJECTIVE: The student will restate a given sentence with proper subject and verb tense agreement.

250

6

MATERIALS	PROCEDURES	EVALUATION
List of sentences with incorrect agreement. example: I is gone to the show tomorrow.	Teacher demonstrate the object of the lesson with a sample sentence. 1. I is gone to the show. 2. I am going to the show. Using the list of incorrect sentences prepared the teacher asks students to repeat the sentence using correct agreement form.	Children will be able to recognize the mistakes and restate a given sentence with correct subject and verb agreement.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax **LEVEL** IV **NO.** 6.2

ACTIVITY: Adjectives and What They Modify

LEARNING OBJECTIVE: The student will recognize adjectives and identify the words they modify in original sentences.

MATERIALS	PROCEDURES	EVALUATION
List of adjectives example: tall clean sturdy	Taking an adjective from the list, students compose a sentence and describe the word which the adjective modifies.	Teacher Observation

VARIATION/ EXTENSION: 525 526

COMMENTS:

SKILL: Syntax LEVEL IV NO. 6.3

ACTIVITY: Correct Usage of Pronouns

LEARNING OBJECTIVE: The student will recognize correct usage of pronouns.

MATERIALS	PROCEDURES	EVALUATION
List of Pronouns	1. The student will use the pronouns correctly in an oral sentence. 2. The student will repeat the sentence giving a word for the given pronoun.	The student will be able to give the pronoun for a specific noun.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax LEVEL IV NO. 6.4

ACTIVITY: Adverbs

LEARNING OBJECTIVE: The student will use adverbs correctly in oral sentences.

MATERIALS	PROCEDURES	EVALUATION
List of Adverbs	Students must use an adverb correctly in an oral sentence and tell what it modifies. example: I ate slowly because the food was hot.	The student will demonstrate knowledge of adverbs and what they modify.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Syntax **LEVEL** IV **NO.** 6.5

ACTIVITY: Suffixes and Prefixes

LEARNING OBJECTIVE: The student will use suffixes and prefixes correctly in oral sentences.

MATERIALS	PROCEDURES	EVALUATION
List of root words List of prefixes and suffixes Can be found in "For Example" by Darlene Presler pp. 38-42	Teacher or student says a word, prefix, or suffix from one of the lists. Another student will add a prefix, or suffix, or root word to the word the first student chose to make a correct word. Example: pre prepare present predetermine	The student will be able to recognize root words, prefixes and suffixes.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL IV NO. 7.1

ACTIVITY: Antonyms

LEARNING OBJECTIVE: Students learn vocabulary words which are the opposite of a given word.

MATERIALS	PROCEDURES	EVALUATION
List of antonyms Taken from "The Example" by Darlene Presler pp. 53	Teacher says a word and the child gives an antonym and uses it in a sentence. This could be used as a game by dividing into groups or relays.	Teacher Observation Child knows the word meaning and can give and use an antonym correctly.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL IV NO. 7.2

ACTIVITY: Main Ideas

LEARNING OBJECTIVE: Student recognizes main idea from a paragraph.

MATERIALS	PROCEDURES	EVALUATION
Paragraphs texts (such as) social studies science health reading	The teacher will read a paragraph and the child is to pick out the main idea and restate it in his or her own words orally.	Child can pick out main idea.

VARIATION/ EXTENSION:

COMMENTS:

KILL: Comprehension 332 LEVEL IV NO. 7.3 338

CTIVITY: Sequence and Order

EARNING
BJECTIVE: The child will be able to put things in order and sequence.

MATERIALS	PROCEDURES	EVALUATION
Text with stories or reading workbook with sequence order skills.	Read two paragraphs and have the student say the main ideas in order from the combined paragraphs.	Teacher Observation Student can put ideas in order.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Comprehension LEVEL IV NO. 7.4

ACTIVITY: Reasoning

LEARNING OBJECTIVE: The child will develop reasoning ability by analyzing rational statements and explanations.

MATERIALS	PROCEDURES	EVALUATION
pp. 91-92 "The Example" by Darlene Presler Explanation Statements	The child or teacher will read the paragraph. The child will tell why the reasoning is poor.	The child should be able to tell why the reasoning is poor.

VARIATION/
EXTENSION:

COMMENTS:

KILL: Comprehension LEVEL IV NO. 17.5

CTIVITY: Categories

EARNING
BJECTIVE: The student will regognize the characteristics of a given category of objects or words.

MATERIALS	PROCEDURES	EVALUATION
30 index cards List of 10 word categories on cards (3 sets) example: beef, pork, chicken candle, flashlight, lamp	Teacher divides the class into three groups. Each group receives a set of word categories. Each player asks the person on his or her right to name the category. Repeat until each player has a turn or all cards are done.	Teacher Observation

RIATION/
TENSION: Students may want to make their own category cards to use in this type of game.

MMENTS:

SKILL: Comprehension **LEVEL** IV **NO.** 7.6

ACTIVITY: Softball

LEARNING OBJECTIVE: The student will recall vocabulary and categories of words.

MATERIALS	PROCEDURES	EVALUATION
soft ball	The players are in a circle, The player who is "it" stands in the center with the ball. He tosses it to a player and says a word. The player who catches the ball must name a word from the same group, before the thrower counts to 10.	To see if child can recall vocabulary categories.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** IV **NO.** 8.1

ACTIVITY: Guess Who

LEARNING OBJECTIVE: The student will observe and describe a person by using adjectives, adverbs, and prepositional phrases.

MATERIALS	PROCEDURES	EVALUATION
None	The child is to choose someone in the room and describe him. The others are to figure out from his description who it is.	Teacher Observation The ease and number of descriptive words children use.

'ARIATION/ :XTENSION: 545

:OMMENTS:

SKILL: Description LEVEL IV NO. 8.2

ACTIVITY: Guess Again

LEARNING OBJECTIVE: The child will read and describe a person, place, or thing using adjectives, adverbs and prepositional phrases.

MATERIALS	PROCEDURES	EVALUATION
Social Studies text	Each student will be assigned a country, a person, or topic from a social studies text. After 5 or 10 minutes he will describe it and the first person to identify subject correctly gets points.	Children will need to assimilate activities and sentences for subject chosen.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** IV **NO.** 8.3

ACTIVITY: Book Report

LEARNING OBJECTIVE: The student will be able to give orally a complete book report following an assigned procedure.

MATERIALS	PROCEDURES	EVALUATION
Book at student's reading level.	After reading a book the student tells the title, author, plot and short description of the story. Then he tells what he liked most and least about the book.	Teacher Observation of how well child organizes ideas, vocabulary, and give interesting facts.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description **LEVEL** IV **NO.** 8.4

ACTIVITY: Object Identification

LEARNING OBJECTIVE: The student will be able to successfully describe a given object enough to allow that object to be identified.

MATERIALS	PROCEDURES	EVALUATION
Several objects on table and cover for them.	Select one object and after a short time have children describe it from memory. Have other children see if they can tell which object is being described.	Teacher Observation

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Description LEVEL IV NO. 8.5

ACTIVITY: Picture Description

LEARNING OBJECTIVE: The student will be able to use descriptive words in sequential order to tell a story.

MATERIALS	PROCEDURES	EVALUATION
selected descriptive pictures	Pin magazine pictures on bulletin board under a sign title Tell a story about one of these pictures. Remember a story has a beginning, a middle, and an end.	Children will organize story and use description words.

VARIATION/ EXTENSION: Have students tell a story and class select a picture of which the story was told.

COMMENTS:

SKILL: Storytelling **LEVEL** IV **NO.** 9.1

ACTIVITY: Tell a Story

LEARNING OBJECTIVE: The student will be able to create a story from a given list of topics

MATERIALS	PROCEDURES	EVALUATION
List of topics	Student will pick a topic and make up a story which is told to the group.	Children will demonstrate skill to organize thoughts into introduction, body, and conclusion

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling LEVEL IV NO. 39.2

ACTIVITY: Finish the Story

LEARNING OBJECTIVE: The student will be able to give orally an ending to a story from an incomplete story.

MATERIALS	PROCEDURES	EVALUATION
incomplete story	Teacher reads orally part of a story leaving out the ending. Allow student to supply their own ending.	Children will use imaginative skill and enlarge vocabulary when giving an ending.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling LEVEL IV NO. 9.3

ACTIVITY: A New Beginning

LEARNING OBJECTIVE: The student will be able to give orally, a beginning to a story from an incomplete story.

MATERIALS	PROCEDURES	EVALUATION
appropriate story	Teacher reads orally part of a story leaving out the beginning. Allow student to supply their own beginning.	Children will show imaginative skills and vocabulary growth.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Storytelling LEVEL IV NO. 9.4

ACTIVITY: An Embarrassing Moment

LEARNING OBJECTIVE; Student will be able to explain in story form his most embarrassing moment.

MATERIALS	PROCEDURES	EVALUATION
None	The student will tell about his most embarrassing moment	Children will show sequential and story development skills.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Storytelling **LEVEL** 1V **NO.** 9.5

ACTIVITY: If I Were...

LEARNING OBJECTIVE: The student will be able to use his imagination to relate self to an identified object as being that object.

MATERIALS	PROCEDURES	EVALUATION
List of articles/ objects: show pencil clothespin shoelace bib washcloth	Each student is to pick a topic and them relate story as if they were that object. ex: shoe I walk alot each day.	Student will show imaginative descriptive skills.

VARIATION/ EXTENSION:

COMMENTS:

KILL: Dramatization LEVEL IV NO. 10.1

CTIVITY: Jobs Screenplay

EARNING
BJECTIVE: The student will act out the character or traits of the job they represent.

MATERIALS	PROCEDURES	EVALUATION
Background information on job duties and characters will be prepared ahead. social studies text or resource in library.	Have student pick a job or character from his social studies text and look up information on that occupation the character he would like to represent. Then he acts and dialogues enough information so the group can guess who or what work group is being represented.	Students will show descriptive terms and vocabulary growth.

ARIATION/
XTENSION:

COMMENTS:

SKILL: Dramatization LEVEL IV NO. 10.2

ACTIVITY: What's the Moral?

LEARNING OBJECTIVE: The student will act out an intrepretation of a story with a moral.

MATERIALS	PROCEDURES	EVALUATION
Stories or Fables with morals.	Teacher begins with a discussion of stories with morals. ex: "The Ant and the Grasshopper" Students can work in pairs - one does the role play according to the moral, the other gives an interpretation of what might happen if the moral is not practiced.	Students can act out ideas based on a given organization or teaching.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Dramatization LEVEL IV NO. 10.3

ACTIVITY: Acting Out

LEARNING OBJECTIVE: The student will be able to interpret and act out the feelings of a person in a new situation.

MATERIALS	PROCEDURES	EVALUATION
variety of planned situations. ex: new student at school pants got torn on playground etc.	Assign a situation that a child can act out. Include a solution to the situation that is satisfactory.	Student will be able to vocalize feelings and make judgements.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Dramatization LEVEL IV NO. 10.4

ACTIVITY: Our Own Puppet Play

LEARNING OBJECTIVE: The student will be able to write, design, produce and present their own puppet play in a cooperative effort.

MATERIALS	PROCEDURES	EVALUATION
Puppets Peabody Kit has some or materials to make own.	This activity may take several days. Assign groups of students to the tasks of writing, designing, producing and preparing a complete puppet play. Then have them rehearse and act out the play orally for their class.	Students will be able to organize people and ideas to culminate in a play.

VARIATION/ EXTENSION: You may want to arrange a puppet show for another class to see.

COMMENTS:

SKILL: Dramatization LEVELIV NO. 10.5

ACTIVITY: Going Modern

LEARNING OBJECTIVE: The student will be able to modernize an old story using imaginative skills, organizing sequentially, and descriptive terms.

MATERIALS	PROCEDURES	EVALUATION
familiar story ex: Little Red Riding Hood Cinderella	Revised stories would be written and modernized by children after the teacher has developed modern material and settings with the children. example: Little Red Riding Hood woods - freeway Little R.R.H. - would have a 10 speed Wolf - would have a honda Little R.R.H. - would live on a Ranch Grandma - would live in a Condominium	Children will use descriptive terms and vocabulary acquired from his own experiences to revise story.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL IV NO. 11.1

ACTIVITY: Predictions

LEARNING OBJECTIVE: The student will predict questions about a given topic by describing it in detail.

MATERIALS	PROCEDURES	EVALUATION
List of Current Interest Topics.	The student picks one topic from a given list to think or do research about. In describing and discussing the topic or event, the speaker should try to anticipate questions others might ask. Each player starts with 10 points but looses 1 point for every question left unanswered.	The student who can anticipate questions will give an elaborate description.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL IV NO. 11.2

ACTIVITY: Feelings and Moods

LEARNING OBJECTIVE: The student will use descriptive words to define words of feeling or mood.

MATERIALS	PROCEDURES	EVALUATION
List of words which describe feelings or moods.	Students shall select one or more words from the list. The students are to take turn describing actions or causes related to this feeling. Examples can be from personal expeiences or fabricated.	Teacher Observation Students can speculate about causes of certain feelings and elaborate on the many actions associated with it.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL IV NO. 11.3

ACTIVITY: Fascinating Images

LEARNING OBJECTIVE: The student will listen critically to poems which have strong visual images.

MATERIALS	PROCEDURES	EVALUATION
Poem titles: "Firefly" E.M.Roberts "White Season" Francis Scott "The Hairy Dog" Herbert Asquith "Daffa Down Dilly" Mother Goose "Stopping by the Woods on a Snowy Evening" Robert Frost	The teacher reads the poem once or twice while students just listen for meaning and tone. Now the teacher reads line by line to analyze further the descriptive words used in the poem	The student will recognize various forms of writing and how words can produce strong images.

VARIATION/ EXTENSION: Some children may be able to write their own poetry. Show appreciation for all efforts.

COMMENTS:

SKILL: Elaboration LEVEL IV NO. 11.4

ACTIVITY: Let's Talk This Over

LEARNING OBJECTIVE: The student will generate several alternative solutions to a given problem.

MATERIALS	PROCEDURES	EVALUATION
Anecdotal or hypothetical problems Ex: A child wants to spend the night at a friend's house but parents say no. A child wants to buy a special item but has no money.	The teacher explains that there are 2 parts to this exercise. 1. To generate as many situations and alternative solutions to the problem as possible. 2. To rate the various solutions according to the degree of possibility or acceptability in the given situation.	All alternatives are considered and welcomed. Discussion will focus on which solutions are most acceptable and why. The student should be able to give a reason why he or she thinks a particular solution is most acceptable.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Elaboration LEVEL IV NO. 11.5

ACTIVITY: Where Are You Going?

LEARNING OBJECTIVE: Children will listen carefully in a game situation to recognize the code of sounds within the given statements.

MATERIALS	PROCEDURES	EVALUATION
None	The teacher or leader starts the game by saying " I'm going to Nashville to buy a necktie." One can answer "I'm going to bring a newspaper" or "When I'm there I'll eat nectarines". (code N) When the students exhaust words in a code, change to another by giving a new location which starts with a different letter ex. Albuquerque Buena California	The student will recognize a given sound code and give other expamples of it.

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL IV NO. 12.1

ACTIVITY: Finding Your Way Home

LEARNING OBJECTIVE: The students shall describe the sequence of steps necessary to get from point A to B

MATERIALS	PROCEDURES	EVALUATION
Blank paper for drawing maps	Students shall work in goups of four. Each student will take turn giving directions to three others on how to get from school to home, or school to the park, or school to the library, etc. The 3 buddies are to draw a map based on these directions. They can check for correctness by comparing each other's maps.	Teacher Observation Students will compare interpretations with others.

VARIATION/ EXTENSION: Students could compose a directory of maps showing how to get to each person's house Students can go out on "Surveying" outings and gather information about various locations in the community and produce maps.

COMMENTS:

SKILL: Explanation LEVEL IV NO. 12.2

ACTIVITY: Reporting

LEARNING OBJECTIVE: The student will describe an event in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
None	The teacher shall ask the student to choose a topic of interest for reporting. Ex. forest fire, movie, game, building project etc. The report should focus on the cause and effect relationship of events.	Teacher Observation

VARIATION/
EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL IV NO. 12.3

ACTIVITY: "How To" Demonstration

LEARNING OBJECTIVE: The student will describe a sequence or process for making or doing something.

MATERIALS	PROCEDURES	EVALUATION
Optional: Props for demonstration	Students will be asked to name an activity they enjoy or do well. Given time for preparation, students shall make a demonstration to the class, as if no one knew how to do the given task. The focus for this report will be for detail, sequence and cause and effect. Ex: making a kite, baking a pie	Teacher Observation Students will give a demonstration with organization and details.

VARIATION/ EXTENSION: 539

COMMENTS:

SKILL: Explanation LEVEL IV NO. 12.4

ACTIVITY: News Events

LEARNING OBJECTIVE: The student will describe a news event in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
News Articles	Teacher will instruct the students to select a news event of interest to them. They will describe the event to the class stressing the cause & effect relationships in the event. example: Air Controller Strike	Students will describe how certain events effect people or places.

VARIATION/ EXTENSION:

COMMENTS:

SKILL: Explanation LEVEL IV NO. 12.5

ACTIVITY: School Situations - Solutions

LEARNING OBJECTIVE: The student will describe a change or sequence of events in terms of cause and effect.

MATERIALS	PROCEDURES	EVALUATION
situational stories or conflicts within the school environment	Pick a hypothetical case, such as getting trouble on playground or an embarassing situation and have child explain what they would do or feel. Ask children to describe several alternatives to each situation and how rules are different at school and at home.	Children will use language to express emotions, and the use of judgement in making decisions or generating solutions for school related events.

VARIATION/ EXTENSION:

COMMENTS:

LEVEL IV REFERENCES & RESOURCES

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2. "For Example" by Darlene Presler, 1981 Word Conference, available at B.E.S.
3. Listening Games, Wagner, Hosier and Blackman, 1960, Teachers Pub. Co.
4. Listening and Learning, Bernice M. Chappel, Fearon Publishers
5. Washington Triad Follow Through, Occasional Paper #2, Language Activities Lena Engen, 1973-74, available at B.E.S.
6. Peabody Language Development Kit, Level 2, American Guidance Services, 1968
7. Practical Guide to Third Grade Activities, Brush, Tucker, Mullaney and Williams, Millikens Publishing Co. 1974
8. Quick Tips, The Instructor Publishers, 1974

LEVEL IV NAMES	1. AUDITORY DISCRIMINATION a. Syllabication b. Inflection to show punctuation	2. AUDITORY MEMORY Recall of words, songs phrases of increasing lenght	3. EXTENSION Express ideas using compound & complex sentences	4. EXPANSION Use of new vocabulary	5. COMMUNICATION a. Can express personal feelings or ideas b. Listens and can restate a given statement	6. SYNTAX a. Correct use of verbs b. Correct use of prefixes and suffixes c. Correct use of pronouns d. Correct agreement of subject-verbs.	7. COMPREHENSION a. Answers open-ended questions using more complex sentences b. Paraphrases main ideas	8. DESCRIPTION Describes situation or object using adjectives and adverbs	9. STORYTELLING/NARRATION Can compose a story orally with introduction plot and summary	10. DRAMATIZATION Uses expressive voice & body language in characterization	11. ELABORATION a. Presents ideas from several points of view b. Presents ideas with details.	12. EXPLANATION a. Describes cause & effec b. Gives a Demonstration

/ Skill Introduced
X Skill Mastered

WORD LISTS

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Prefixes

a	to, toward	alight	alive	aback	aboard	afie
ab	from, away	abduct	abnormal	absolve	abreaction	abirrita
ac	to, toward	acclaim	acclimate	accompany	account	accusto
ad	to, toward	adequate	adjoin	adjudge	administer	adventu
af	to, toward	affirm	affix	affright	affluent	affro
ante	before	antedate	antechamber	anteroom	antehuman	antewa
anti	against, not	antichristian	antislavery	antiseptic	antiwar	antibacteri
auto	self	autobiography	automobile	autograph	autohypnosis	autopil
be	completely, cause to be	becalm	befit	became	bedazzle	besmea
bi	two, twice	bimonthly	bicycle	bicentennial	bifocal	biplan
circum	around	circumnavigate	circumscribe	circumfluent	circumrotation	circumaviat
co	together, with	coeducation	coefficient	coexist	cooperate	coauth
col	together, with	collapse	collaterial	colleague	collocation	collinea
com	together, with	commingle	commotion	compassion	commeasure	compromis
con	together, with	concourse	confront	condense	condescend	conscrip
de	less, away from	decrease	deflate	depart	degrade	deactivat
dis	not, opposite	disagree	disable	disappear	disobey	dislik
em	in, become	embed	embitter	embattle	embank	emblaz
en	in, become	endear	enjoy	enlarge	enlist	enrag
ex	out, away from	exchange	exterminate	exclaim	excommunicate	expo
fore	front, before	forebear	forearm	forecast	foreclose	forehea

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Prefixes

hyper — more than normal	hyperactive	hypercritical	hyperphysical	hypersensitive	hypertension
il — not	illogical	illegal	illegible	illegitimate	illiterate
im — not	immature	immaterial	immobile	immodest	immoral
in — not	inability	inaccurate	inactive	inadequate	incapable
inter — among, together	interact	interchange	interlock	interstate	intersection
ir — not	irrational	irregular	irrelevant	irreparable	irresistable
mal — badly	malformed	maltreated	malcontented	maladjusted	maladapted
mid — middle	midday	midyear	midnight	midship	midway
mis — wrong, bad	misbehave	misfit	misguide	misplace	mislead
non — not	nonsense	nonstop	nonbreakable	nonresident	nonhuman
post — after	post war	posttest	postscript	postdate	postmark
pre — before	prepay	preview	pretest	prewar	premature
re — again	refill	reform	reload	repay	recall
semi — half, partly	semiannual	semiautomatic	semicircle	semiprivate	semipublic
sub — under, less	submarine	subway	subdivide	submerge	subfloor
super — more than	superhuman	supernatural	supercharge	supermarket	superman
tele — far away	television	telephone	telescope	telephoto	telegraph
trans — across, change	transact	transfigure	transform	transoceanic	translocate
tri — three	triangle	tricolor	trifocal	triform	trilateral
un — not, opposite	unfair	unlock	unable	uneasy	unhappy
under — below, beneath	undershirt	undercurrent	underground	undercharge	underbrush
uni — one	uniform	unicycle	unilateral	unicolor	univalve

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Suffixes

able — able to be
passable reasonable touchable washable readable

age — state of, place of
shortage mileage passage leakage shrinkage

al — act of, has to do with
comical magical musical arrival fanatical

ance — act of
assistance interferance clearance resistance allowance

ed — did
rested lasted wanted melted ended

en — like
wooden flatten earthen ashen golden

ent — act of, does
insistent absorbent dependent existent correspondent

er — more, one who does
helper worker faster longer older

est — most
oldest kindest wildest darkest loudest

ful — able to, full of
handful cupful helpful restful mindful

hood — state of
boyhood neighborhood adulthood childhood falsehood

ian — one who does
magician electrician musician physician politician

ic — like, having to do with
democratic artistic volcanic allergic magnetic

ing — is doing
eating lifting walking talking resting

ish — like
childish clownish foolish sickish fiendish

ist — one who does
artist pianist journalist columnist botanist

ity — state of, being
activity publicity reality humidity sincerity

ive — tending to
active creative destructive collective protective

ize — act like, make like
sterilize criticize characterize capitalize colonize

less — without
helpless hopeless restless worthless mindless

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Suffixes

ly — like	kindly	quickly	mildly	quietly	sadly
ment — act of, state of	argument	improvement	attachment	payment	movement
ness — being	kindness	sickness	greatness	goodness	darkness
or — what a person or thing does	inventor	conductor	aviator	respirator	incubato
ous — having, full of	disastrous	joyous	humorous	dangerous	courageous
ship — act of, title of	championship	partnership	friendship	fellowship	sportsmanship
sion — act of, result of	explosion	impression	depression	compression	conclusion
tion — act of, result of	action	education	direction	addition	connection
ty — being	safety	cruelty	royalty	frailty	loyalty
ure — act of	moisture	failure	departure	pleasure	composure
y — that which is	bakery	noisy	snowy	dusty	dirty

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Compound Riddles

A plane that flies in the air	airplane
A yard for animals around the barn.	barnyard
A ball you throw into a basket.	basketball
A ship used for a battle.	battleship
The room your bed is in.	bedroom
The day on which you celebrate your birth.	birthday
What you use to mark your place in a book.	bookmark
A frog that sounds like a bull.	bullfrog
The hole made for a button.	buttonhole
The light from a candle.	candlelight
A room where you have a class.	classroom
A man who knows how to do certain crafts.	craftsman
To dream during the day.	daydream
To pour rain down on you.	downpour
A store that will sell you a prescription drug.	drugstore
The shell of an egg.	eggshell
The sight from the eye.	eyesight
The print a finger makes on paper.	fingerprint
A man who is a gentle person.	gentleman
A house where green plants grow.	greenhouse
Something made at home.	homemade
The kind of shoe a horse wears.	horseshoe
A breaker of the law.	lawbreaker
A man who delivers the mail.	mailman
The light from the moon.	moonlight
A drop of rain from the sky.	raindrop
A wreck that a ship had.	shipwreck
A big electric car that moves on a street.	streetcar
A spoon that you use at the table.	tablespoon
When you work together as a team.	teamwork
An ache you have in a tooth.	toothache
A day of the week.	weekday
A book you make notes in.	notebook
A fish that looks like jelly.	jellyfish
The work done around the house.	housework
The hook used to catch a fish.	fishhook
Wood that will drift across water.	driftwood
The light we see from the day.	daylight
A road that does cross another road.	crossroad
A burst of rain from a cloud.	cloudburst

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Synonyms

glad	happy	coarse	rough	oval	rou
little	small	walk	stroll	nervous	tens
grin	smile	silent	quiet	happy	jubil
dumb	stupid	tired	weary	stiff	rigi
fast	speedy	sleep	snooze	hard	britt
hurt	pain	damp	moist	exact	prec
look	watch	bend	twist	correct	righ
shut	close	fire	flame	pale	wan
pick	choose	love	adore	point	indi
laugh	giggle	hard	difficult	puzzle	stu
slap	hit	path	trail	think	con
swap	trade	mean	cruel	anticipate	exp
gone	left	hate	despise	drunk	into
tiny	little	walk	stroll	pet	stro
toss	throw	car	automobile	clumsy	awk
fast	quick	get	receive	copy	dupl
child	tot	try	attempt	differ	disa
mix	stir	grip	clasp	great	exce
shake	wiggle	joy	glee	middle	cent
neat	tidy	fat	wide	win	triu
and	too	run	sprint	amaze	asto
big	large	change	alter	enough	amp
stop	halt	hunt	seek	clap	appl
by	near	shove	push	likely	apt
every	all	bathe	wash	ask	inqu
let	allow	plead	beg	brink	edge
many	lots	brag	boast	hurl	cast
may	might	lift	boost	burn	char
clean	tidy	short	brief	tragic	terri
goes	leaves	busy	active	battle	confl
right	correct	choose	select	absurd	fooli
start	begin	far	distant	dry	arid
tall	high	same	equal	emerge	appe
clutch	cling	bad	evil	steam	vapo
under	beneath	fear	horror	fury	ange
act	do	solid	firm	snug	tight
alike	same	worry	fret	peek	glim
win	beat	idea	thought	plan	inten
cash	money	leap	lunge	select	pick
easy	simple	pain	agony	rent	lease

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magician	prestidigitator
dull	monotonous
eager	zealous
tramp	vagrant
tease	tantalize
disguised	incognito
chew	masticate
cut off	amputate
scold	berate
fat	corpulent
destroy	eradicate
teacher	pedagogue
dull	blunt
clumsy	maladroit
decorate	adorn
write	correspond
stray	deviate
noisy	vociferous
merry	vivacious
humans	homosapiens

enroll	matriculate
wicked	heinous
scatter	disperse
old	obsolete
frighten	intimidate
vegetarian	herbivore
understand	comprehend
cruel	tyrannical
destroy	obliterate
decorate	embellish
talk	converse
break	fracture
opposite	contrary
dry	dehydrate
empty	evacuate
finish	conclude
gloomy	pessimistic
hunger	famine
stick	adhere
hungry	ravenous

Antonyms

big	little	all	none	from	to
boy	girl	came	went	her	him
fat	thin	find	lose	long	short
dark	light	he	she	many	few
dim	bright	laugh	cry	never	always
sad	happy	love	hate	open	shut
good	bad	new	old	our	their
fast	slow	some	none	over	under
hot	cold	that	this	pretty	ugly
wet	dry	then	now	round	square
run	walk	they	we	there	here
stop	go	white	black	best	worst
many	few	yes	no	worse	better
up	down	after	before	buy	sell
loud	quiet	above	below	clean	dirty
get	give	ask	tell	full	empty
here	there	near	far	got	gave
I	you	every	none	grow	shrink
in	out	last	first	kind	cruel
fix	break	found	lost	live	die
push	pull	morning	night	common	unique
right	wrong	begin	end	reduce	expand
left	right	yell	whisper	bare	covered
sit	stand	birth	death	private	public
small	large	young	old	correct	wrong
start	stop	beat	lost	combine	separate
tall	short	bitter	sweet	start	cease
their	our	blow	suck	brief	lengthy
these	those	busy	idle	real	imitation
together	apart	catch	throw	unusual	ordinary
use	waste	boo	cheer	shiver	sweat
warm	cool	sweat	chill	calm	upset
well	sick	friend	enemy	automatic	manual
back	front	calm	nervous	arrive	depart
add	subtract	clutter	tidy	care	neglect
north	south	enter	exit	awful	wonderful
east	west	man	woman	ban	allow
day	night	rare	common	separate	blend
sun	moon	whole	piece	asset	deficit
hit	miss	forbid	allow	greedy	generous

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Heteronyms

bow	(bou)	to bend forward in respect
bow	(bō)	a weapon; anything curved as a rainbow
close	(clōs)	near
close	(clōz)	shut
desert	(dezert)	a large dry sandy area of land
desert	(dēzurt)	to leave; to abandon
dove	(dōv)	past tense of dive
dove	(duv)	a bird of the pigeon family
invalid	(invalid)	of no reason or value
invalid	(invulid)	one who is weak or sick
lead	(led)	a soft, heavy, bluish grey metal
lead	(lēd)	to be first to guide; to influence
live	(liv)	to exist or have life
live	(līv)	having life; alive
minute	(mini̲t)	sixty seconds; 1/60th of an hour
minute	(minūt)	tiny
mow	(mo̲u)	the part of a barn used for storing hay
mow	(mō)	to cut down
pique	(pēk)	slight anger or resentment
pique	(pēkā)	ribbed silk or cotton cloth
present	(pre̲zent)	a gift; being at a given place
present	(prēzent)	to give; to introduce
produce	(pro̲du̲s)	the products from gardens and farms
produce	(prōdūs)	to bring forth; to make
project	(pro̲ject)	job; chore; lesson
project	(prōject)	plan for the future; extend forward
read	(re̲d)	informed by reading; learned
read	(rēd)	to look at words and understand the meaning; to utter words
record	(re̲ke̲rd)	to be best at something; a cylinder which produces music on a phonograph
record	(rēkōrd)	to write down events; to put voice or music on a tape or record
refuse	(refu̲s)	waste; garbage
refuse	(rēfūz)	to decline; be unwilling

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sow	(sou)	a female pig
sow	(sō)	to put seed in the earth
slaver	(slaver)	saliva running from the mouth
slaver	(slāver)	a ship or person involved in slave trade
tear	(tēr)	a small drop of liquid coming from the eye
tear	(ter)	to pull apart; to rip
wind	(wind)	a breeze; a natural current of air
wind	(wīnd)	to twist round and round
wound	(wound)	past tense of wind
wound	(woond)	an injury; a cut
polish	(polish)	to shine; to make smooth
Polish	(Pōlish)	people living in or descended from Poland
primer	(primer)	a beginning elementary textbook
primer	(prīmer)	a cap containing percussion powder, for igniting an explosive charge
slough	(sluf)	to come off or be shed
slough	(sloo)	a swamp; an inlet from a river
hinder	(hinder)	to block, prevent, obstruct
hinder	(hīnder)	the part which follows
house	(hous)	a structure for human habitation
house	(houz)	to enclose, shelter or lodge
object	(ubjekt)	to oppose, to disapprove
object	(objekt)	something visible; a goal, a motive
excuse	(ekskūz)	to seek release; to remove blame
excuse	(ekskūs)	a reason, an apology
progress	(progres)	gradual betterment
progress	(prōgres)	to move forward; to proceed
entrance	(entruns)	door, gate or way at which one enters
entrance	(entrans)	to put into a trance
resume	(rēzūm)	to begin again
resume	(razūmā)	a summing up
lower	(lōer)	to let down; to reduce; less
lower	(louer)	to frown; to look threatening
peaked	(pēkt)	glanced; a quick sneaky look
peaked	(pēked)	thin and sickly looking

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Onomatopoeia (onōmatōpēya) words that imitate sounds

snap
crackle
pop
bang
achoo
bow wow
meow
crack
crunch
boom
zip
pop
glub
smash
slap
clap
bong
ring
smack
thump

tick
tock
plink
plunk
whoosh
moo
tap
baa
huff
puff
click
clack
ping
woof
clunk
quack
honk
beep
screech
creak

wham
zoom
glug
pong
rip
clank
scratch
boo
whir
knock
hiss
rattle
slurp
clang
rumble
sizzle
roar
flutter
grunt
hiccup

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I'm tickled pink.
She's fit as a fiddle.
Let's hit the road.
That's just a drop in the bucket.
She's pulling her hair out.
You're nuttier than a fruitcake.
It's just slick as a whistle.
That's not worth a hill of beans.
I cried my eyes out.
Just hold your tongue, young man!
She beat a path to my door.
I was really burned up.
You're cute as a bug's ear.
My money burned a hole in my pocket.
I'm pleased as punch.
That rings a bell.
My eyes were bigger than my belly.
You're like a bull in a china shop.
He's slow as molasses.
Gold is as scarce as hen's teeth.
It's raining cats and dogs.
You're cold as ice.
He can run faster than a speeding bullet.
This is lighter than air.
She bit my head off.
You're driving me crazy.
Please lend me a hand.
Her smile was a mile wide.
Oh, go fly a kite.
My lips are sealed.
You're neat as a pin.
She's pretty as a picture.
Don't let her get wind of it.
He's got his head in the clouds.
She lost her marbles.
My, how time flew.
I blew my stack.
She sure put her foot in her mouth.
That shook the daylights out of me.
He bit off more than he could chew.

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My head is splitting.
We just sat around and chewed the fat.
It's as plain as the nose on your face.
That really got his dander up.
She's a pain in the neck.
Mom was as mad as an old wet hen.
I have a bone to pick with you.
She's cute as a kitten.
Read the handwriting on the wall.
She really blew off steam.
I feel so down in the dumps.
You're really in hot water.
I'm sure in the dog house.
You're tied to your mother's apron strings.
It just goes in one ear and out the other.
She really hit the nail on the head.
Do you have a trick up your sleeve?
Hold your horses.
She kept a stiff upper lip.
We didn't see eye to eye.
He was as week as a kitten.
Don't get mad and storm out.
It was a blue Monday for me.
Her new otufit was a rainbow of colors.
I'm broken hearted.
His eyes are glassy.
She's a real cut up.
Your skin is like silk.
He lives like a king.
I was quick as a wink.
We left no stone unturned.
That was a piercing scream.
She is light as a feather.
That's where I draw the line.
Their friendship was as thick as blood.
A game will break the ice.
Keep your eye on it.
I got so frightened, I shook in my boots.
She was walking on air.
Why do you have so many irons in the fire?

Post hoc reasoning falsely assumes one thing causes another.
(both things are usually true but one didn't cause the other)

It was a crummy movie because I went to see it.
She gets good grades because she's pretty.
The rain finally stopped because it's Monday.
I'm getting fat because food tastes too good.
He won the race because he had on a new outfit.
The teacher didn't ask for this assignment because I had it done.
It snowed today because I shoveled the sidewalk yesterday.
The bus was late because I got to the bus stop early.
You brought doughnuts because I'm on a diet.
It rained because I washed the car.
I cut myself because dad left his razor out.
I got a stomach ache because the neighbor has a plum tree.
I got hurt because he wasn't watching me.
I got an F because the quarter ended too soon.
I got sick because it was Christmas vacation.

Ad Hominem is poor reasoning based on an emotion, prejudice and special interest

Vote for her because she's my neighbor.
He must be a fine person because he's from Boston.
Eat Flakies; it's the choice of the athletes.
You have to go to the dance because everybody else is.
She must be nice because she has blue eyes.
Don't vote for him because he doesn't like dogs.
Wear a blue dress because all boys like blue.
If you play with her, no one will like you.
Vote for him for class president because he's handsome.
Everyone will like you if you wear this kind of shoes.
Go to that dentist because all the movie stars do.
Don't let him play because he has ragged clothes.
Be friends with them so everyone will think you're rich.
Don't hand in your homework because I didn't get mine done.
Be her friend because she drives a new car.

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Ad Baculum reasoning uses threats.

If you don't let me ride your bike, I'll flatten the tire.
Set the table or you can't eat dinner.
Take me to the movies or I'll cry all night.
Choose me or I won't play.
Let me wear your new dress or I'll tear it.
Help me find my glasses or I'll kick you.
Buy me an ice cream cone or I'll scream.
Let me go with you or I'll bite my fingernails.
If you don't let me borrow your shoes, I'll hide them.
Eat your dinner or you can't watch T.V. tonight.
Come over to my house or I won't be your friend anymore.
Let me play with that toy or I'll break it.
If you don't vote for me, I'll never speak to you again.
If they don't let me win, I'll cheat.
Let me be first or I won't like you anymore.

Black and White is poor reasoning that eliminates compromises.

If you didn't go to college then you must be dumb.
If my joke doesn't make them laugh, nothing will.
If he can't swim across that river, nobody can.
If she's not here, she must be home.
Either you're strong or you're weak.
If he doesn't let me, he won't let anybody.
Either you're my friend or you're my enemy.
If it's not the best then it must be the worst.
If she doesn't get an A on the test, nobody will.
If you're not on the honor roll, you must be stupid.
If you don't let me have my way, I won't play.
If that shirt isn't cotton, it isn't any good.
If she's not happy then she must be sad.
If he can't do that, nobody can.
If I told you once, I've told you a hundred times.

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Water is to boat as sky is to __________.	plane
Dogs are to bark as people are to __________.	talk
Night is to dark as day is to __________.	light
Horse is to colt as cat is to __________.	kitten
Believe is to truth as doubt is to __________.	lie
Creek is to lake as river is to __________.	ocean
Radio is to listen as book is to __________.	read
Bee is to sting as dog is to __________.	bite
Horses are to gallop as people are to __________.	run
Fright is to scream as hurt is to __________.	cry
Shoe is to foot as hat is to __________.	head
Girl is to woman as boy is to __________.	man
stove is to hot as refrigerator is to __________.	cold
Food is to chew as liquid is to __________.	drink
Morning is to start as night is to __________.	end
Coffee is to hot as ice cream is to __________.	cold
Horn is to blow as piano is to __________.	play
Basement is to below as attic is to __________.	above
Chuckle is to laugh as sob is to __________.	cry
Distant is to far as close is to __________.	near
Night is to day as little is to __________.	big
Son is to mother as daughter is to __________.	father
Fresh is to stale as cruel is to __________.	kind
Dirt is to brown as grass is to __________.	green
Different is to little as same is to __________.	big
Cereal is to milk as toast is to __________.	butter
Fish is to water as bird is to __________.	air
Friend is to enemy as distant is to __________.	near
Hunger is to thirst as food is to __________.	water
Train is to track as car is to __________.	road
Eyes are to ears as see is to __________.	hear
Day is to awake as night is to __________.	asleep
Top is to pot as stop is to __________.	pots
Wood is to smoke as water is to __________.	steam
Left is to right as heavy is to __________.	light
Absent is to gone as present is to __________.	here
Coin is to penny as bill is to __________.	dollar
Cows are to hooves as people are to __________.	feet
Heat is to cold as summer is to __________.	winter
Huge is to large as small is to __________.	little

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Ancient is to modern as old is to __________.	new
Begin is to start as quit is to __________.	stop
Contribute is to accept as give is to __________.	take
Decrease is to less as increase is to __________.	more
Demolish is to ruin as construct is to __________.	build
Depart is to arrive as leave is to __________.	come
Double is to single as two is to __________.	one
Gentle is to kind as hostile is to __________.	mean
Filth is to sterile as dirty is to __________.	clean
Senile is to juvenile as old is to __________.	young
Few is to less as more is to __________.	much
Odor is to nose as taste is to __________.	mouth
Repair is to mend as damage is to __________.	tear
Negligent is to careless as cautious is to __________.	careful
Remain is to leave as stay is to ________________.	go
Simple is to easy as difficult is to __________.	hard
Allow is to forbid as worst is to __________.	best
Left is to heavy as right is to __________.	light
Rain is to dry as sun is to __________.	wet
Advance is to backward as retreat is to __________.	forward

THE BEST OF BES
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